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Monthly Bulletin
DEPARTMENT OF PUBLIC INSTRUCTION
Commonwealth of Pennsylvania

HARRISBURG COMMUNITY CHRISTMAS TREE

Courtesy Patriot & Evening News

I heard the bells on Christmas Day, their old, familiar carols play,
And wild and sweet the words repeat, of peace on earth, good-will to men!
—Christmas Bells, Henry Wadsworth Longfellow

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Christmas Greetings

In this brief contact, we exchange greetings and best wishes in glad solicitude and sober joy. The coming of another Yuletide leads us to weigh again, those values which have made for us, the life we know and live. Other nations, not so blest as we, seek vainly for the Holy Grail.

What blessings we possess! Elsewhere, in servitude the people go quickly, furtively, fearfully. Here, with freedom, we walk erect slowly, calmly, confidently. To them has come war, with distrust, despair, and bitterness. With us remains peace, with faith and hope and charity.

While we rejoice, they close and seal their souls against the searing flame of religious intolerance and persecution. While they pray for deliverance, we learn again from our great Founder that "There is one great God and power that hath made the world and all things therein, to whom, you and I, and all people, owe their being and well-being, and to whom, you and I must one day give an account for all that we have done in this world."

What circumstance has wrought the present godlessness of civilized nations? What process has led men to abandon reason for force, and to hold that might is right? Of what significance are these trends for public education in a democratic Commonwealth—for the schools and teachers of Pennsylvania?

American religious freedom dictates the separation of school and church, but not the separation of school and religion. Our School Laws mandate the daily reading of the Bible for our children and youth. May we, as teachers, be ever alert that we leave no impression or suggestion of godlessness.

In this observance of the Christmas Season, may we observe that after two thousand years, the world has yet to realize the full meaning of the Golden Rule. May we, in these joyous weeks, not unmixed with gratitude and prayer, endeavor to rekindle throughout our land the spark of Brotherly Love. May we, as teachers, with enduring faith, foster, by precept and example, the idealism and spiritual vitality of our race.

Francis B. Haas

FRONTISPIECE

A Community Christmas Tree

The Community Christmas Tree of Harrisburg is representative of thousands of others the world over, in China, Hawaii, Norway, Porto Rico, Sweden, Germany, Czechoslovakia, and England. Standing fifty-five feet in height, brilliantly decorated in token of its rich traditions, and topped by the Star of the East, the Light of the World, it, like others, heralds again the Prince of Peace, and the brotherhood of man. In its rich symbolism are to be found age-old echoes of human hopes, human conviction, and human aspiration.

Illustrative of the spiritual forces which down through the ages have retained, from generation to generation, the finer traditions of our spiritual life, are some of our nationally famous Christmas trees. In Wilmington, North Carolina, there stands a giant live oak tree, festooned with Spanish moss, spreading its branches more than 100 feet. Annually, more than 750 multi-colored lights and over 1,000 ornaments decorate this tree, and at times fully 10,000 people attend the Christmas celebration beneath its boughs.

To Altadena, California, at the foot of the Sierra Madre Mountains, thousands of visitors come each Christmas to view the mile-long avenue of Deodar Cedars grown from seeds gathered in the Himalaya Mountains of India by Captain Frederick J. Woodbury. Flanking a spacious, private driveway, they are illuminated each year in celebration of the Christmas season.

Most significant of all is the famous General Grant Tree. This tree is located in the General Grant National Park, sixty-four miles east of Fresno, California, and was so designated on Christmas Day of 1925. It is one of the so-called bigtrees, *Sequoia gigantea,* and stands 267 feet high. Beneath its broad and towering boughs, devotional and patriotic services are held each year, attended by many visitors and broadcasted over nation-wide hook-ups.

Executive Office

FRANCIS B. HAAS
Superintendent of Public Instruction

Teacher Tenure Hearings

Suggestions for School Officials

Francis B. Haas
Superintendent of Public Instruction

The numerous inquiries addressed to this Department regarding the various steps to be taken by school officials in conducting hearings under the Teacher Tenure Law indicate the need of a statement setting forth the chief items that must be considered. With guidance and assistance from the Department of Justice as to the intention of the provisions of the Tenure Act as amended by Act No. 274 of the General Assembly of 1939, these suggestions have been prepared for that purpose.

Valid Causes for Dismissal

The only valid causes for termination of a contract entered into with a professional employe are immorality, incompetency, intemperance, cruelty, persistent negligence, mental derangement, and persistent and wilful violation of the School Laws of this Commonwealth.

It should be borne in mind if a contract with a teacher, or as the act now terms him or her, a professional employe, is to be terminated, there should exist competent testimony on one or more of the above charges. By competent testimony, we mean testimony of existing facts which relate to the charge or charges to be used by the school board in terminating a contract, and not rumors or hearsay evidence which is not admissible evidence if the case is eventually appealed to the Court of Common Pleas.

Suspensions

The board should keep in mind that a contract may be suspended with a professional employe for the additional reasons set forth in the act—briefly, substantial decrease in pupil enrolment in school of professional employes. However, in these latter cases it should be noticed that the contract is suspended rather than terminated, while in this case we are chiefly concerned with *the procedure in the termination of a contract.*

It is to be noted at the outset that the recently amended Tenure Act which is before us for consideration has made another change insofar as teachers are concerned and that is, that there is a new setup in the qualifications of a teacher which is brought about by the requirements of this act in relation to the placing of a teacher within "professional employe" status.

Hearings by the Board

Assuming that a board feels that sufficient evidence exists to make out a case justifying the board in terminating a contract with one of its professional employes on one of the hereinbefore enumerated grounds for termination of a contract, the board should then govern itself in the following manner.

(1) The secretary of the school board shall furnish such professional employe with a detailed written statement of the charges upon which his or her dismissal or refusal of reelection is based. This notice of the charges should be accompanied by a written notice signed by the president and attested by the secretary of the board of school directors of the time and place, when and where such professional employe will be given an opportunity to be heard either in person or by counsel, or both, before the board of school directors.

It is to be borne in mind that such a hearing shall not be sooner than ten days or later than fifteen days after such written notice has either been mailed or delivered to the professional employe against whom the charges are preferred.

In the furnishing of this notice we suggest that the letter be sent by registered mail, with a return receipt requested, or that the charges be brought to the employe by some person who is accompanied by witnesses in order that there may not be any denial by the professional employe of having received notice of the charges.

(2) All hearings on the dismissal or termination of the contracts of a professional employe shall be public unless it is requested by the professional employe, or teacher, against whom the complaint is made, that the public be excluded from the hearing, in which case the board must grant the request of a private hearing.

(3) At such hearing all the testimony offered including that of the complaining party or parties and his witness or witnesses, as well as that of the accused professional employe and his or her witnesses, shall be recorded by a competent disinterested public stenographer whose services shall be furnished by the school board at its expense.

(4) Any hearing may be postponed, continued, or adjourned by agreement by the person charged and the board of school directors.

(5) The board shall have power to issue subpoenas requiring the attendance of witnesses at any hearing and shall do so at the request of the party against whom the complaint is made. If the board is faced with a refusal of any person to appear and testify and answer to any subpoena issued by the board, any party interested may petition the Court of Common Pleas of the county, setting forth the facts, whereupon the court shall then issue its subpoena commanding such a person to appear before it (the court) and to testify as to the matters being inquired into by the board at the hearing. Any person who refuses to testify before the court shall be held for contempt.

(6) *All testimony taken at any hearing shall be taken under oath,* and any member of the board of school directors shall have power to administer oaths to such witnesses. At this point, may we suggest that the following oath may be used by the member of the school board administering it. After asking the person to be sworn in to raise his right hand,

Executive Office—Continued

"Do you swear, by Almighty God, that the evidence that you shall give in the hearing now being held before this school board on charges brought against , teacher, shall be the truth, the whole truth, and nothing but the truth, and that you will so answer to God on the last great day."

(7) After fully hearing the charges of complainants and hearing all of the witnesses produced by the board, and the person against whom the charges are pending, *and after a full, impartial, and unbiased consideration thereof,* the board of school directors, shall by a *two-third vote* of all the members thereof, to be recorded by roll call, determine whether or not such charges and complaints have been sustained and whether the evidence substantiates such charges and complaints and in accordance with such determination shall discharge, demote or refuse to reelect or retain such professional employe, or shall dismiss the complaint.

(8) It should be specially noted that *no member of any board of school directors* shall vote on any roll call if he is related as father, mother, brother, sister, husband, wife, son, daughter, step-son, step-daughter, grand-child, nephew, niece, first cousin, sister-in-law, brother-in-law, uncle or aunt, to the professional employe involved, *or any of the parties instituting the complaint.*

(9) A written notice of any decision of the board of school directors discharging or refusing to reelect a professional employe shall be sent by registered mail to such professional employe at his or her last known address within ten days after such hearing is actually concluded. We suggest that when registered letters are forwarded, a return receipt be requested.

(10) In all cases where the final decision is in favor of the professional employe, the charges shall be physically expunged from the records of the board of school directors and in all such cases there shall be no abatement of salary or compensation, and a complete official transcript of the records of the hearing shall be delivered to the one against whom the charges are made.

Appeal to the Superintendent of Public Instruction

(11) In case a professional employe considers himself or herself aggrieved by the action of the board of school directors an appeal by petition, setting forth the grounds for such appeal, may be taken to the Superintendent of Public Instruction, at Harrisburg, within thirty days of receipt by registered mail of the written notice of the decision of the board. A copy of the written notice of the decision of the board and a copy of such appeal shall be served by registered mail on the secretary of the school board by the appealing professional employe.

(12) Upon receiving notice of the appeal the Superintendent of Public Instruction shall set a day and time for hearing which shall not be sooner than ten days nor more than thirty days after presentation of petition, and shall give written notice to all parties interested.

(13) Inasmuch as the Superintendent of Public Instruction is required to review the official transcript of the record of the hearing before the board upon an appeal, the secretary of the board should immediately forward to the Superintendent of Public Instruction, at Harrisburg, the official transcript of the record of the hearing before the board. No additional testimony may be presented at the hearing on the appeal unless requested by the Superintendent of Public Instruction.

At the hearing before the Superintendent of Public Instruction the school board has the right to be heard in person or by counsel or both.

(14) After hearing and argument and reviewing of all testimony filed or taken before him the Superintendent of Public Instruction shall enter such order either affirming or reversing the action of the school board, as to him appears just and proper.

(15) The ruling or decision of the Superintendent of Public Instruction *shall be final* unless within thirty days after receipt by registered mail of written notice of the decision or order of the Superintendent of Public Instruction, an appeal may be taken by either party to the Court of Common Pleas of a county in which the district is located. A copy of such appeal shall be filed in writing in the office of the prothonotary of the county, and a copy shall be served on the Superintendent of Public Instruction, either by filing the said notice of appeal in the office of the Superintendent of Public Instruction or delivering the same to the Superintendent of Public Instruction.

(16) When an appeal is taken from the decision of the Superintendent of Public Instruction to the Court of Common Pleas of the county in which the district is located, the judge of the said court shall fix a date for hearing which shall not be sooner than ten days nor more than twenty days after presentation of a petition for such a hearing. *If the professional employe aggrieved shall so request in his petition such hearing shall be de novo.* It should be noted that the school district does not have the right to have the hearing held de novo. (A *de novo hearing* means an entirely new hearing without regard to evidence previously offered.)

From the act it appears that if an appeal is filed by the school board all that the court is to do is to review all the records and enter an order which it considers just, either affirming or reversing the action of the Superintendent of Public Instruction and stating plainly whether the professional employe is to be discharged, refused reelection, or is to be retained.

Department Policies

Francis B. Haas
Superintendent of Public Instruction

Some of the legislation enacted by the 1939 Session of the General Assembly contains provisions requiring the establishment of a policy by the Department of Public Instruction with regard to their administration. For the guidance of school officials, Francis B. Haas, Superintendent of Public Instruction, states that the policy of the Department concerning reimbursement for substitutes, granting of sabbatical leaves, and deduction of appropriation for delinquent tuition claims will be as follows:

Reimbursement for Substitutes—The amendments to the Teachers' Tenure Law define a substitute as one who is temporarily performing the duties which would ordinarily be performed by a regular professional employe for whom a bona fide contract exists. Under the limitations of this definition it becomes improper to designate as a "substitute teacher" any individual who has been employed to render services to a district except when her services are in lieu of the services of some one actually under a contract and legally excused for the time being.

Executive Office—Concluded

In other words, a board cannot properly employ a "substitute" to fill a regular vacancy or a newly created position. On that account the 1939 amendments to the Tenure Law specify that there shall be no reimbursement from the Commonwealth for a substitute teacher. There is no prohibition against reimbursement to the district on account of the salary obligation created through the employment of the regular teacher whose duties the substitute is temporarily assuming. Reimbursement from the Commonwealth will, therefore, be made for each regular position for which teaching functions have been maintained through the employment of a properly qualified substitute during such brief interval of time as the regular employe is legally excused from her duties but is still under contract with the district.

Sabbatical Leave of Absence—The Sabbatical Leave Act provides that a teacher on sabbatical leave shall receive the difference between her regular compensation and the compensation paid to any substitute employed to perform her duties in her absence. The Department construes this provision to require that a substitute be actually employed if the district is to receive any reimbursement from the Commonwealth. If the school authorities of the district believe that the services ordinarily rendered by the teacher who has been granted leave of absence can be rendered by distributing her work and responsibilities among other teachers already employed, it would appear that the Commonwealth is being requested to reimburse the district for more positions that actually exist. The Sabbatical Leave Act obviously requires employment of a substitute as one of the essential conditions for justifying the district in requesting any reimbursement from the Commonwealth for teaching services contracted for and alleged to have been rendered.

Where no substitute is employed there will be no reimbursement from the Commonwealth on the salary of teachers granted a sabbatical leave of absence or any other type of leave of absence.

Appropriation Deductions for Tuition Claims—Sections 1443 and 1717 of the School Laws, as amended in 1939, specify that, when any district fails or refuses to pay tuition claims legally due as an obligation of the district for the education of any pupil residing within the district, the Superintendent of Public Instruction may deduct from any appropriation due the district such amounts as may be necessary to satisfy the claim and may pay over the amount so deducted to the district which has provided the instruction. In carrying out this provision of law, the Superintendent of Public Instruction will not consider any requests for deduction based on claims existing prior to the effective date of the Act, nor will he give any consideration to any request for such deductions except upon presentation of satisfactory proof that the district providing the instruction has exercised every proper means of obtaining settlement before presenting the case for his consideration.

Requests for satisfaction of claims by this method must be made on application forms supplied by the Department of Public Instruction and must be supported by:

1. A copy of each notice sent to the debtor district certifying the names of pupils admitted to high school as required by Section 1708 of the School Laws.
2. A copy of the itemized statement of the cost of tuition sent to the debtor districts.
3. A copy of monthly tuition bills sent to the debtor districts showing the names of the pupils in attendance together with the amount due.
4. Copies of any letters sent to the debtor districts requesting payment of claims.

Claims will be checked with debtor districts for verification and corrections.

Notice of the Department's decision shall be given to both the debtor and creditor districts.

College and University Finance

Colleges and universities over the country fared better in 1938-1939 than in the preceding year, according to a report on the finances of approximately 330 institutions just announced by the U. S. Office of Education.

The report, which was prepared by Henry G. Badger and Frederick J. Kelly, shows that collections from students for educational purposes amounted to nearly eight per cent more in 1938-1939 than in 1937-1938; that National, State, and local governments increased their contributions by nearly one per cent; that private benefactions for current purposes increased nine per cent; and that revenue from sales and services of related activities increased twenty-four per cent. Income from endowment funds dropped off three per cent.

At no time since 1929-1930, says the report, have earnings of endowment funds been as good as in that year. In 1933-1934, the total yield of these funds was only about four-fifths of that reported the earlier year. In 1938-1939, they were up to about nine-tenths of the 1929-1930 level.

Private gifts and grants for current purposes amounted in 1938-1939 to a little more than nine and one-fourth million dollars for the 269 colleges and universities in the study which have reported regularly since 1929-1930. The total reported by these same schools for the earlier year was a little more than five and one-fourth million. In 1933-1934, it rose to more than six and one-half million, and in 1936-1937 it went to more than thirteen million.

In 1938-1939, private gifts and grants totaling at least $100,000 per schol were reported by fifteen universities and colleges, with two schools reporting more than $1,500,000 each. In 1937-1938, gifts of $100,000 or more were reported by eighteen institutions, but no single school reported as much as $600,000. In 1936-1937, gifts amounting to $100,000 or more were reported by twenty-five institutions, one of which reported over $1,500,000.

Expenditures for educational and general purposes have increased continuously since 1933-1934, when they were four per cent below the 1929-1930 level. In 1938-1939, they stood at a little more than twenty-three per cent above the level of the earliest year of the study.

A low point in capital outlay was established in 1933-1934. That year this type of expenditure, which covers payments for new buildings, grounds, and equipment, dropped to less than one-fourth the high established in 1929-1930. In 1931-1932, and again in 1937-1938 and 1938-1939, this group of expenditures totaled approximately three times the 1933-1934 figure, or three-fourths the amount reported in 1929-1930.

The report, which is issued as Circular No. 182 and is entitled "College Income and Expenditures, 1938-1939, Preliminary Sampling Report," may be obtained from the U. S. Office of Education, Washington, D. C.

Administration and Finance

DONALD P. DAVIS
Director Bureau Administration and Finance

Directors Should Protect the Assets of School Districts

Two laws passed at the 1939 Session of the General Assembly are of special interest at this time to school officials in districts which have delinquent taxes on real estate. These are Act 276, amending the 1931 tax return law, and Act 278, amending the 1923 tax lien law.

The provisions of the 1931 tax return law, which will be found printed as Section 3301 of the 1937 edition of the School Laws, require the tax collector to return uncollected taxes on seated lands to the county commissioners on or before the first Monday of May, unless notified in writing not to make such returns by the board of school directors. Many tax collectors, either through ignorance of the law or through carelessness, have failed to return the delinquent taxes within the time limit prescribed. Because no lien was established by returning the taxes to the county commissioners or by filing a lien with the prothonotary within the time limit prescribed by law, the right to make such returns or to file such liens was lost and the tax claim became a common debt, which does not constitute an obligation against the real estate. Thus, in many school districts, potential assets represented by relatively large amounts of delinquent taxes were jeopardized.

One of the important provisions of Act 276 stipulates that where the receiver or collector of any such taxes shall have failed to make the return as provided by law and the time fixed for making such return has expired, the collector or any delinquent tax collector or taxing authority in whose hands such taxes now repose for collection, is authorized to make return of these taxes which are unpaid and for which no lien has been filed within six months of the effective date of the Act. If these delinquent taxes are returned within the time limit prescribed by the new law, a lien will be thus established and the property may be sold at a county treasurer's sale for the delinquent taxes, provided that the real estate has not been sold by the original owner during the interval which has transpired since the tax was levied and the time the return is made. Since this law was signed on June 20, the six month period will expire on December 20, 1939. Therefore, school officials desiring to take advantage of this provision of the law should act promptly.

When the school board notifies the tax collector not to make returns of uncollected taxes on seated lands to the county commissioners, the law contemplates that liens will be filed with the prothonotary under the provisions of the 1923 tax lien law. This law permits the filing of such liens at any time on or before the 31st day of December of the third calendar year following that in which the tax was first payable. Therefore, liens may be filed for delinquent taxes on the 1936 duplicate at any time until December 31, 1939, under the provisions of the original law. However, under the original law, no liens could be filed for taxes on real estate for the 1935 and previous tax years. Act 278, approved June 20, 1939, provides that where the right to file such a lien has been lost by failure to act within the time limit prescribed, the lien for such taxes may still be filed if proper action is taken within six months of the signing of the Act. Therefore, where no return has been made nor lien has been filed for uncollected taxes on seated lands for the 1935 or previous tax years, the school district may still file such a lien with the prothonotary, if proper action is taken before December 20, 1939.

As in the case of returns under the provisions of Act 276, a lien for delinquent taxes may not be established under the provisions of Act 278 if the property has been sold to a bona fide purchaser previous to the date that the lien is filed.

In addition to providing a new opportunity to file liens where no such lien has previously been established, Act 278 offers an opportunity to revive liens previously established but which had been lost due to failure to revive the liens within the time limit specified by law. However, the right to revive such liens expires on December 20.

There are numerous other provisions of both Act 276 and Act 278 which will be of interest to school board officials. A copy of each of these laws has been mailed to the secretary of each school district in the Commonwealth.

Child Accounting and Research

Employment Certificate and Permit Report

The annual employment certificate and permit report prepared by individual school districts and forwarded by the proper county or district superintendents of schools, is due in the Department of Public Instruction not later than January 31.

Form PICA-46, Employment Certificate and Permit Report, for the calendar year 1939, should be compiled on the basis of information obtained from Form PICA-45 submitted by the individual employer to the issuing official within the school district. This report has been revised slightly to make it adaptable for use in connection with the provisions of the Federal Fair Labor Standards Act of 1938 as well as to comply with the Child Labor Law and the Compulsory School Attendance Law of Pennsylvania. It is very important, therefore, that superintendents call attention to the various phases of this report and that the certificates issued are classified according to the occupation in which the minor engages. It will also be helpful if the superintendent informs the persons in the local district preparing the report that it is essential that they submit the report, even though they have not issued any certificates, in order that the official records may be available.

Research Service Views Teacher Certification and the School Load

School administrators are in constant need of authentic and usable information bearing on the problems of child accounting and the proper certification of the instructional and administrative personnel employed within the districts under their supervision. These two areas of responsibility, among many others, are of public concern as well as mere units in a vast scheme of administrative organization. It is the thought, therefore, of the Division of Child Accounting and Research to emphasize more and more, for a time, such types of educational research to the end that the service may be most helpful and the cost of obtaining adequate information be kept at a minimum. This point of view, for example, is carried out in two research studies which have come from the press in recent weeks and are now presumably in the hands of school officials throughout the Commonwealth.

Administration and Finance—Concluded

Teacher Certification

The trend of teacher certification in many sections of the country is definitely in the direction of the college degree as the minimum level for elementary as well as secondary types of teaching service. What is the trend in Pennsylvania? Bulletin 74, Research Circular No. 9, 1939, Teacher Certification of Instructional and Administrative Employes in the Public Schools of Pennsylvania, 1937-1938, gives the answer. It aims to give a factual analysis of the level of teacher certification attained by the teachers and administrative employes in the public schools of Pennsylvania during the year 1937-1938, after a period of approximately one hundred years of educational evolution. In other words, the thought is primarily to present in a tangible way the educational and professional level reached by the instructional and administrative employes in the public schools, as measured by their certification status for the year indicated. The basic information used in the study was made possible for the first time through the revised form of report submitted in 1937-1938 by the respective superintendents of schools. Since certification on a college degree level is a major objective in Pennsylvania at the present time, this phase of the subject is given prominence throughout the study. Of special interest in this connection is a density study showing the per cent of college certification of school employes in school districts under the supervision of the county superintendent of schools.

Furthermore, for the purposes of the study an analysis was made of the organization of the entire teaching and administrative personnel in the public schools in order that the progress of certification could be examined with the most effectiveness. To this end a number of teaching positions having a close functional relationship were organized into a single unit called the elementary teacher group. This includes elementary teachers in grades one to six, grades one to eight, and other grade organizations; nursery and kindergarten teachers; special teachers; extension teachers; and home and school visitors. This type of analysis made possible an easy means of determining answers to such questions as, Are there still some partial certificates in use? How do the certificates of school districts under the supervision of county superintendents compare with the standards found under the supervision of district superintendents of schools? What type of secondary school organization reports the highest level of certification? Other questions of a similar sort will come to mind and it is believed that in most instances, definite answers will be found in the tabular material of the study.

School Load

The accounting of children of school age is always a problem of major concern on the part of school officials. The potential school load is ordinarily understood to be easily obtained from the school census enumeration. While the number thus obtained makes up the great portion of those in school attendance, it does not include the children under six years of age who are ordinarily found in the upper classes of the various secondary schools. The number of additional pupils found in these two groups must be determined through other means. When definitely ascertained, the problem of the school administrator is to account for these children through enrolments in public and private schools and through exemptions of various types that are provided by law. It is the purpose, therefore, of Research Service in Education, Bulletin 75, No. 18, entitled Analysis of the School Load in Pennsylvania in Terms of Enrolment and Census Enumeration to present a comprehensive study covering school attendance conditions in Pennsylvania as nearly current as the records will permit. The data are accordingly based on the school year 1938-1939, and include the accounting of over two millions of children of school age.

Supplementary to the information given in the main body of the study, is a series of related studies having a bearing on the main problem, including a comparison of enrolments for November 1937 and for November 1938, and enrolments in one-teacher schools.

The study includes for the first time the most authentic information available on the number of children who live two miles or more from the nearest school and for whom transportation at public expense is not furnished.

It is believed that school officials will find much authentic data in this bulletin to justify the conclusion that while the total school population is not changing materially, the internal organization of the system is undergoing a vital change due to an increasing number of pupils found in the secondary school and that to cope successfully with such a situation implies greater thought must be given to the cost of the operation of schools and to the type of offering that is provided to meet the changing order.

The Authority of the Tax Collector

During recent years, most school districts have experienced difficulty in collecting the taxes levied for the support of public education. Some school boards have asserted that the tax collector did not use all of the authority of his office to force collection of taxes. Tax collectors, on the other hand, have stated that they were lacking in legal power to force collections. Act 277, passed at the 1939 Session of the General Assembly, should tend to clarify such situations, since it defines the rights, powers, and duties of the collector of school taxes.

There has been much speculation in the past with respect to the authority of the tax collector to collect per capita taxes in districts where such a tax is levied, by requiring employers to make deductions from the wages of employes. The provisions of the School Laws governing this were somewhat indefinite with respect to the liability of the employer in case he failed to make such deductions. Some persons were of the opinion that the employer could not be required to pay the taxes in case he failed to make the deductions, but so far as we know, this was never demonstrated in a court of law. Act 277 has removed this uncertainty, since it definitely states that the employer shall make the deduction. In case the employer fails to make the deduction within the time limit prescribed, the law permits the amount of such tax, together with the penalty of 10%, to be recovered in an action of assumpsit in a suit to be instituted by the collector of taxes or by the board of school directors.

Another point of difference is that in the new law, political subdivisions are included among the employers as defined in the Act. The new law also permits the employer to make a deduction from the amount of the taxes deducted to cover the cost of bookkeeping, which, however, may not exceed 2% of the amount of the money so collected and paid over to the tax collector.

This Act re-enacts and brings together in one place several laws which have been passed from time to time,

(Continued on page 23, column 1)

Instruction

PAUL L. CRESSMAN
Director Bureau of Instruction

Self-Appraisal of Secondary School Programs

During the school year 1938-1939, twenty public secondary schools cooperated in the appraisal of their programs by using the Evaluative Criteria prepared by the Cooperative Study of Secondary School Standards. These evaluations were made with the assistance of members of the Department of Public Instruction and nearly two hundred fifty school administrators and teachers.

The technique developed by the Cooperative Study affords school officials a constructive opportunity for improvement of their programs through a detailed and critical self-appraisal, in which the entire faculty participates. If the results of such self-evaluations are checked by a reviewing committee of competent professional observers, the possibilities for discovering lines of improvement are increased still further.

Inquiries received by the Department indicate that many schools desire to make use of these Evaluative Criteria for self-survey purposes during the current school year. In response to these inquiries, directions for such an evaluation of secondary school programs have been prepared by the Bureau of Instruction.

While such an appraisal program is entirely voluntary on the part of the school, the Department of Public Instruction would appreciate a report of the findings of school staffs and reviewing committees in any such surveys which are made. School officials anticipating such a survey can secure the most recently revised editions of the necessary materials by addressing the Cooperative Study of Secondary School Standards, 744 Jackson Place, Washington, D. C. Information as to the price of these materials and the directions for their use follow.

The Use of Evaluative Criteria of the Cooperative Study of Secondary School Standards

Part I—Directions for Self Evaluation

I. Secure copies of the following publications from the Cooperative Study of Secondary School Standards, 744 Jackson Place, Washington, D. C.

A. Evaluation of Secondary Schools: Supplementary Reprints (cloth bound, $1.50). At least one copy for each school.

B. How to Evaluate a Secondary School, 1940 edition (cloth bound, $1.25; paper bound, $.90). One copy for every three to five faculty members.

C. Evaluated Criteria, 1940 edition (cloth bound, $1.00; paper bound, $.60; pamphlet set, $.60). One paper bound copy for every two or or three teachers. Two pamphlet sets for the reviewing committee.

D. Data for Individual Staff Members, Section M ($.05 each). One copy for each staff member to be evaluated.

E. Educational Temperatures, 1940 edition (pressboard binding, $.50). Two copies.

II. Faculty study and discussion of the publications referred to above.

A. *How To Evaluate a Secondary School.* Chapters II, III, VI, VII, IX should be discussed at a meeting of the professional staff. Chapter I should be at least read in order that each staff member may have an acquaintance with the background of the Cooperative Study.

B. The study of the manual, *How to Evaluate a Secondary School,* should be accompanied by a careful examination of the blank forms of the Evaluative Criteria.

III. Suggested committee organizations of the faculty.

Note: Throughout the entire self evaluation procedure every effort should be made to maintain objectivity. The purpose of the cooperative standards is to observe the facts as they exist, not to prove or to disprove anything.

A. Appointment of Committees

Committees should be selected to study and evaluate the several phases of the school included in the Evaluative Criteria. Each committee should give particular attention to the directions set forth in the first few pages of its respective section. Before any evaluations are made, a study should be made of all available data bearing on the section. The evaluations should be made by the sectional committees after which they should be submitted to the entire professional staff subject to change by that body.

B. Philosophy and Objectives (Section B) *

Faculty discussions of the philosophy and objectives of the school should precede the making of entries in Section B of the Evaluative Criteria. A copy of the philosophy and objectives as finally agreed upon should be given each member of the professional staff.

C. Pupil Population and School Community (Section C)

The principal, superintendent, the secretary of the board of school directors, the municipal clerk, the Parent-Teacher Association president, and representatives of other community agencies should constitute this committee for a complete survey.

D. Curriculum and Courses of Study (Section D)

One staff member from each department included in the school program should comprise the Committee on Curriculum and Courses of Study. All written statements (State, county, and local) pertaining to the curriculum should be studied.

E. Pupil Activity Program (Section E)

The pupil activity program committee should be composed of staff members intimately associated with clubs, assemblies, athletics, and publications. The school may wish to include pupils on this committee.

* Section B, Section C, et cetera, in parentheses, refer to the successive sections of the volume on Evaluation Criteria, 1940 edition of the Cooperative Study of Secondary School Standards. See I, C, above.

Instruction—Continued

F. Library Service (Section F)
The school librarian should be a member of the Committee on Library Service. It should be observed that library service receives the major emphasis in the criteria.

G. Guidance Service (Section G)
The guidance directors should be members of the Committee on Guidance Service. Unless there is a well-formulated guidance program, all teachers advising pupils in any way should contribute to this phase of the study. Pupils may be represented on this committee.

H. Instruction (Section H)
Section H is a summary of the data entered on Section M. A committee on Instruction is, therefore, unnecessary except to guide the staff in reporting Section M.

I. Outcomes (Section I)
The several sections included in this study should be referred to staff members in the respective departments for evaluation. The superintendent and principal should advise with the staff members in each department in evaluating itself.

J. School Staff (Section J)
The superintendent, the high school principal, and at least one classroom teacher should be members of the committee on school staff.

K. School Plant (Section K)
A member of the administrative staff who has made a special study of school buildings, a board member, and a teacher should, if possible, constitute the committee on school plant.

L. School Administration (Section L)
The committee on School Administration should include the administrative officers of the faulty.
Note: Each member of the staff should make himself responsible for filling out his personal copy of Section M, Data for Individual Staff Members. These blanks should be reviewed by the superintendent and the principal.

IV. Committee reports to the faculty.

Committee reports should consist of a statement of the evaluations and any supplementary data which should be submitted therewith. Following each committee report to the faculty there should be an opportunity for faculty discussion. These discussions should be conducted on a democratic and professional basis in order to more accurately approximate the quality of the work done by the school. Furthermore, the reports should familiarize staff members more definitely with the work of the school as a whole.

V. Planning for a reviewing committee.

As the school approaches completion of self evaluation, it should take steps toward securing a review of such self evaluation by a visiting committee on evaluation, as follows:
Select persons competent to judge the various phases of the school program for neighboring school districts and from institutions of higher learning in the general vicinity. At least one or two members of the reviewing committee should have had previous experience in the appraisal of secondary schools according to these standards.

The Evaluative Criteria should be filled out in duplicate pamphlet sets.
Recommended membership of committees for schools with varying enrolments:

16 or less teachers	5 to 7 members
16 to 30 teachers	7 to 12 members
30 to 60 teachers	10 to 15 members
60 to 100 teachers	15 to 20 members
100 teachers and over	20 to 25 members

Approximate ratio of one visitor to five teachers
The reviewing committee should be assigned a room with a table and chairs. Necessary supplies such as paper, red pencils, and paper clips should be provided. Stenographic service should be available to members of the reviewing committee since a part of the report will be prepared by committee members at the school. The school may wish to provide the noonday and evening meals for committee members.

Part II—Directions for Reviewing Committees

I. Plan to spend a minimum of three days at the school.

II. Every member of the reviewing committee should become thoroughly acquainted with the Evaluative Criteria and How to Evaluate a Secondary School, Chapters II, III, VI, VII, IX prior to the time of the survey.

The committee should be organized into sub-committees approximately as indicated below. Each person will be a member of at least one committee on evaluation, and of one or more committees on classroom visitation.

Suggested Sub-Committee Organization

Sub-Committee on Evaluation

Curriculum and Outcomes	Pupil Activities
Guidance Service	School Plant
Library Service	Administration and Staff

Sub-Committee on Visitation*

English	Industrial Arts
Foreign Languages	Homemaking
Mathematics	Vocational Agriculture
Science	Art
Social Studies	Music
Business Education	Health and Physical Education

III. The professional staff members of the school being evaluated should observe the following special directions:

Administrators and teachers should proceed with their regularly planned program. Any attempt to put on a special program will partially impair the value of the survey.
Make available a weekly schedule of the school and a weekly schedule card for each faculty member.
A box of red or blue pencils for the use of the visiting committee in making entries or changes on the blank forms.
Submit with each section of the study all printed or duplicated materials which the committee should have for reviewing the evaluations.

* It will be advisable to group subject fields in smaller schools in order to make a workable schedule for committees on classroom visitation.

Instruction—Continued

IV. Sub-committees on classroom visitation should observe the following:

The purpose of classroom visitation is to give each member of subject field committees a background for reviewing Form M, Section N, for each teacher and Section I for each subject field. Committee members should not change the personal evaluations of teachers unless there is substantial evidence to justify a change. The reason for change should be noted in writing.

Previous to class visitation, check Section M for the teachers concerned. Some teachers may have included material which would be useful as a basis for better understanding their work. Committee members should also become familiar with the criteria in Form 1 which relates to the assigned subject field.

The function of the visitor is to observe the class in action and to confer with the teacher. The conference with the teacher should be concerned with the methods and procedures regularly used and the outcomes obtained. There should be no attempt to supervise. Each teacher will be visited by at least two persons. At no time should the visitor interrupt classroom activities.

The visitor should enter the classroom quietly, at the beginning of the period, if possible, and should place himself in an inconspicuous position with respect to the observation of the pupils. A pleasant greeting wherever occasion seems appropriate will aid in creating ease and confidence on the part of teacher and class. If the visitor wishes to take notes during the class period, he should do so without making the teacher ill at ease.

Sub-committees on classroom visiting should meet as time permits, review the personal and instructional evaluations of the teachers visited, and make changes in the evaluations wherever they seem to be justified.

V. Sub-committees on general evaluation should be guided as follows:

The sub-committee should be organized on the basis of the sample schedule as given on page 9 of this issue.

General Instructions to Sub-Committee Chairmen

Following a conference with the teacher committees or school officials, make a careful study of all evaluations given by the school. All changes should be made with a red pencil to indicate that they are committee changes. When these changes are made, a statement should be written below the evaluation stating the reason for this action.

The report to the general committee will be made by the chairman in the following manner:

Make a verbal report, using the criteria of each section as the basis. In general it will be necessary to give evaluations for each check list item only upon request of the committee. Evaluations for each section, noting the changes by the sub-committee and the reasons, should be carefully reported.

Each sub-committee chairman is asked to submit a written statement of findings and recommendations to be used as a basis for the final report to the local school officials.

Guidance Service (Section G)

Study the items and evaluations in this form. All the records referred to in the various parts of this form should be submitted for the use of the committee.

Meet the faculty committee on guidance as scheduled. A committee of pupils interested in this subject is scheduled to meet the Guidance Service Committee, also. These conferences should be informal to allow pupils and teachers to express themselves freely. The basis for each of these meetings is Form G.

Report to the General Committee according to schedule.

Curriculum and Outcomes (Sections D and I)

Read and become acquainted with the various items and statements of guiding principles, together with all evaluations, comments, and printed and mimeographed material which has been furnished in accordance with notations on page 34, Evaluative Criteria.

Meet the faculty committee on Curriculum according to schedule. In this meeting the teachers should be encouraged to talk freely. The basis for the conference should be the items in each form.

All unusual courses offered in this school should be listed on page 34 with a brief description of each.

The groups who visit the various classes will make the necessary evaluations on pages 34, 35, and the particular subjects in Section I.

Pupil Activities (Section E)

Study the items and evaluations in this section.

Meet the faculty committee on pupil activities and a committee of pupils interested in this matter as scheduled. These conferences should be informal to allow the teachers and pupils to express themselves freely. The basis for each of these meetings is Section E.

Library Service (Section F)

Read this form and the teacher evaluations very carefully. The Tabular material on page 56 is an inventory of the various titles in the library, together with the titles in the Wilson Catalogue and the titles copyrighted during the first ten years. The periodicals received in the library are listed on page 57.

A careful check should be made concerning Division C on page 58. Materials of this type that are in classrooms, but are not circulated freely, should not be considered as a part of the library.

The librarian and the various teachers should be questioned concerning classroom libraries, and also the ease with which teachers may borrow books for use in the classroom.

Visit the library, talk with the librarian, look at the books on the shelves, determine the copyright dates of dictionaries and encyclopedias, get circulation figures, note the number of pupil stations available and the number of pupils using them.

Determine the library facilities in the school district. If possible, visit community libraries to inquire into pupil use of their facilities.

Administration and Staff (Sections J and L)

Make a careful study of the various items and evaluations in each form.

Arrange for a conference with the superintendent and principal. This conference should be based upon the items in the two forms. Be certain to get all the necessary information from each of these persons. Get very specific information concerning Division III, Supervision of Instruction, Section L. The committee should also meet with the secretary of the Board of School Directors to gather data concerning business and fiscal matters.

Instruction—Continued

School Plant (Section K)

Arrange with the principal for a conducted tour through the building. The information to be obtained here is based on a careful study of Section K.
Immediately after the visit, make all the necessary comments and evaluations.

SAMPLE SCHEDULE

The Cooperative Study of the

(Name of School)

Headquarters: Room 10

Tuesday, April 25

8:30 to	4:00 or	Visit Classes
11:40 to	1:00	Lunch
1:15 to	2:45	School Plant Committee make tour of building
1:15 to	2:45	Library Committee meet librarian in library
3:30 to	4:30	Guidance Committee meet Staff Committee*
3:30 to	4:30	Pupil Activity Committee meet Staff Committee*
4:30 to	5:30	Staff and Administration Committee meet Superintendent and Principal in school office
5:30 to	7:00	Dinner
7:00		Reports to General Committee School Plant Committee Library Committee

Wednesday, April 26

8:30 to	4:00 or	Visit Classes
11:40 to	1:00	Lunch
1:15 to	2:30	Guidance Committee meet pupils*
2:30 to	3:45	Activities Committee meet pupils*
3:30 to	4:45	Curriculum Committee meet Staff*
4:00 to	5:30	Check on visitations
5:30 to	7:00	Dinner
7:00		Report—Guidance Committee Report—Administration and Staff Committee

Thursday, April 27

8:30	or	Meeting of General Committee
8:45		Complete Class Visitations
10:00 to	12:00	Report of Committee on Pupil Activities
11:45 to	1:00	Lunch
1:15 to	2:45	Report of Cirriculum and Outcomes Committee

VI. Accrediting by Middle States Association.

If local districts undertaking this cooperative evaluation wish to have their secondary schools accredited by the Middle States Association of Colleges and Secondary Schools, it will be necessary for them to submit their selection of reviewing committees and the dates of the evaluations to Dr. E. D. Grizzell, Chairman of the Commission on Secondary Schools, prior to having the committee review the school's position.

* In each case, place of meeting should be definitely scheduled.

School Safety Patrols

The school safety patrol, when its members are properly educated in their duties, is a valuable adjunct to safety education. There has been much evidence of splendid and sometimes even heroic work done by the boys and girls of the safety patrols.

Section 404 of the School Laws of Pennsylvania provides enabling legislation for the establishment of these safety patrols. However, the specific conditions under which they shall operate and the regulations to which the individual members must conform are clearly outlined in the Act of 1931.

The purpose of the school safety patrols is to assist in educating children where and how to cross a street. This purpose is attained by having patrols direct children and not traffic. Attempts in the control of traffic by safety patrols is prohibited by law, since this is distinctly a police function requiring adult judgment and it cannot be delegated to children of school age.

Notwithstanding the explicit provisions of the law supplemented by periodic instructions from this Department, the school safety patrols, in some school districts, do not always conform to prescribed regulations, and as a consequence do not attain the end for which they are primarily intended.

The patrol as stated in Section 404 is "for the purpose of influencing and encouraging the other pupils to refrain from crossing public highways at points other than at regular crossings and for the purpose of directing pupils not to cross highways at times when the presence of traffic would render such crossing unsafe."

A most important stipulation of the law which school administrators and faculty advisers do not seem to remember is: "Nothing herein contained shall be construed to authorize or permit the use of any safety patrol member for the purpose of directing vehicular traffic nor shall any safety patrol member be stationed in that portion of the highway intended for the use of vehicular traffic."

In view of this provision, patrols need not and should not be recognized by city ordinance. They must not be termed "police" nor be organized as such. When a patrol member raises his hand to warn a motorist approaching a group of children who are crossing the street, he is not directing or controlling the motorist but merely calling the motorist's attention to his obligation under the law to respect the rights and safety of pedestrians at cross-walks.

The patrol member should *stand on the curb, not in the street,* and hold back the children until he sees a lull in traffic. When this occurs, he motions for the children to cross the street in a group. He still keeps his position *on the curb,* except that if his view of traffic is obstructed by parked cars or otherwise, he may step into the street a sufficient distance to obtain a clear view, but not more than three paces. After the children have crossed, he returns to his station on the curb.

In view of these definite provisions clearly outlined in the law it is difficult to understand why, in some instances, boys are permitted to stand in the middle of the street and "blow motorists down" with police whistles. It is absolutely wrong. The boy is violating the law. Safety and good citizenship are not incompatible.

It should constantly be kept in mind that the education of school children as a future guard against accidents is the underlying motive in the safety patrol movement.

Sometimes even municipal police officers unwittingly violate the principles of education. Some police officers

Instruction—Concluded

have been observed to hold up vehicular traffic even when the traffic light is green and motion children across the street against the red light. The officer in his solicitude escorts the children past his particular cross-walk in safety but there are many more to be crossed, before they reach their destination. Consequently, in the end, it is much better that children be *taught* how to cross streets and highways in safety. Only when this is accomplished can we lay any claim to a program of safety education.

Frank P. Maguire, Chief
Health and Physical Education

International Council for Exceptional Children to Meet in Pittsburgh in February

On February 22, 23, and 24, the International Council on Exceptional Children will hold its annual meeting in Pittsburgh. This is the second time this important organization has met in Pennsylvania, Philadelphia having been the host several years ago.

Both teachers and administrators working in the interests of all different types of exceptional children will participate in the program. The activities of the meeting will involve both public and private schools for exceptional children and will include both day schools and residential schools.

It is urged that school administrators throughout the State make it possible for their teachers and supervisors in the different areas of special education to attend this important meeting.

Drama Festival

National Broadcasting Company

The National Broadcasting Company has completed plans for the presentation of famous plays each Sunday afternoon. These plays can be heard over the Blue Network from 2:00 P.M. to 3:00 P.M., EST. The following schedule of such plays has been arranged and will be continued throughout the winter months.

Broadcast Date	*Title of Play*	*Author*	*Important Date Concerning Play*
November 5	Edward II	Marlowe	1592
November 12	Romeo and Juliet	Shakespeare	1596
November 19	Much Ado About Nothing	Shakespeare	1600
November 26	Macbeth	Shakespeare	1605
December 3	Volpone	Jonson	1605
December 10	Tartuffe	Moliere	1669
December 17	Beggar's Opera	Gay	1728
December 24	(Christmas Vacation)		
December 31	(Christmas Vacation)		
January 7	The Rivals	Sheridan	1775
January 14	William Tell	Schiller	1804
January 21	Ruy Blas	Hugo	1838
January 28	Rip Van Winkle	Jefferson	1859
February 4	Arrah-na-Pogue	Boucicault	1864
February 11	Peer Gynt	Ibsen	1867
February 18	The Pirates of Penzance	Gilbert-Sullivan	1879
February 25	Pelleas and Melisande	Maeterlinck	1893
March 3	The Second Mrs. Tanqueray	Pinero	1893
March 10	Secret Service	Gillette	1895
March 17	L'Aiglon	Rostand	1900
March 24	Captain Jinks	Fitch	1901
March 31	The Three Sisters	Chekhov	1902
April 7	The Playboy of the Western World	Synge	1907
April 14	Strife	Galsworthy	1909
April 21	Liliom	Molnar	1909
April 28	The Return of Peter Grimm	Belasco	1911
May 5	Winterset	Anderson	1935

Perpetuating Democracy

Dr. Eduard C. Lindeman, speaking at the recent annual conference of the Pennsylvania State Association for Adult Education at Shippensburg State Teachers College, said that the goal of education is 'to produce a maximum number of sensitive, healthy, reflective human beings'. "Such personal growth can proceed most satisfactorily", he said, "under conditions where there is the greatest freedom (democracy)—not under regimentation".

However, he warned that world conditions today make imperative that Americans revitalize their belief in the democratic way of living against the intrusion of those who ridicule the efficacy of the democratic process. "The function of education is not the *teaching* of democracy, but provision for adults to *experience* democracy", he said.

In order to explore whether we are moving towards democracy in the United States he proposed the following tests be applied:

1. Democracy, economically, must tend towards equalization of income, wealth, and cultural participation.
2. We must recognize that human capacities are about two to one in range and that democracy is not equalitarianism.
3. We can measure democracy by the number of opportunities afforded for personal dignity and the dignity of others both in our work life and leisure time.
4. Extent to which we are searchers after truth.
5. Validity of our belief in the amateur.
6. Opportunities to participate in the arts.
7. Whether what is being learned now takes place in a context of continuity and becomes a way of understanding the world, not an end in itself.

Specifically for Adult Education he recommended that it explore the logic of democracy, give students a chance to participate using the material for courses from experience of members, attempt to reach specialists who need Adult Education more than illiterates, learn how to detect propaganda, come to grips with actual conflicts arranging for short courses with quickly organized groups terminating with the solution of immediate problems, and providing in classes for more actual experience in making choices and the democratic way of life.

Holders of Michigan Certificates Must Take Oath

Holders of certificates to teach in the State of Michigan, whether they are actively engaged in the teaching profession or not, must take an oath of allegiance between the dates of September 29, 1939 and December 27, 1939 in order to protect the validity of their certificates in the State of Michigan.

This item of information will undoubtedly be of interest to many persons in Pennsylvania who are now holders of Michigan certificates and may desire to meet the requirements of the new Michigan Law. The act referred to, designated as Act 54 of the Public Acts of Michigan, 1939, contains (1) a definite stipulation of the exact wording of the oath, (2) a requirement that the oath be filed with the Superintendent of Public Instruction at Lansing, Michigan, not later than December 27, 1939, and (3) that the oath shall be properly notarized. This information is contained in an official communication which Doctor Haas has recently received from Dr. Eugene B. Elliott, Superintendent of Public Instruction for the State of Michigan.

Teacher Education and Certification

HENRY KLONOWER
Director Teacher Education and Certification

Issuance of Administrative and Supervisory Certificates

Interest in securing administrative and supervisory certificates under the improved standards continues to increase. The elementary school principal's certificate and the secondary school principal's certificate are not mandatory but the standards established for these two certificates do represent the minimum preparation which appears essential for meeting successfully the problems faced by the principal.

The standards first established for these certificates in 1931 required only twelve semester hours of graduate work in administration, supervision, and the curriculum. These standards were changed April 1, 1939 and now the completion of eighteen semester hours of graduate work is required, and this will increase to twenty-four on April 1, 1940, and to thirty or a master's degree in administration and supervision April 1, 1941.

The number of elementary school principals' certificates has steadily increased until there will have been issued more than 150 during the calendar year of 1939. However, there appears to be more interest in securing the secondary school principal's certificate which will reach the 300 mark for the calendar year of 1939.

The supervising principal's certificate which was made mandatory by law in 1931, as always continues to interest a large number of teachers in the Commonwealth. The amount of graduate work for this type of certificate increased from twelve semester hours of work in administration and supervision to eighteen on April 1, 1939, and in turn will be increased to twenty-four April 1, 1940, and to thirty or a master's degree in administration and supervision April 1, 1941.

Prior to April 1, 1939, a supervising principal's certificate could be issued on the basis of three years of administrative and supervisory experience, or in lieu of such experience, on the basis of twelve semester hours of graduate work in administration and supervision. However, under the present regulations, this certificate is granted only on the basis of graduate work, as mentioned above.

During the past ten years, an average of two to three hundred supervising principals' certificates were issued each calendar year, although the number totaled 301 for the calendar year 1931 and will reach approximately 300 for the calendar year 1939.

In analyzing the education of the applicant for these various administrative certificates, it is interesting to note that the number who possess their master's degree is increasing each year and at the present time more than seventy-five per cent of those who apply for one of these certificates has his master's degree.

The standards relative to graduate work now in effect for the supervising principal's certificate are a result of cooperative effort and an attempt to acquaint the applicant of the certificate with the problems which will best enable him to be a successful administrator and supervisor. The program entails guidance on the part of each institution approved for graduate work in administration and supervision. No longer is it a matter of accumulating a certain number of credits, but it is rather a problem of presenting to a prospective principal a well-rounded group of experiences, both practical and theoretical. These experiences are to help the principal improve school organization, utilize equipment efficiently, manage and plan the finances soundly and economically, improve and adjust the staff professionally, coordinate the school with the community effectively, and check results scientifically.

Commissions for Supervisors of Special Education

In accordance with the provisions of Act No. 485 of the first day of July, 1937, P. L. 2592 and as amended by Act No. 385 and approved by the Governor on the twenty-sixth day of June, 1939, provision was made to have three Supervisors of Special Education in the Commonwealth of Pennsylvania. The districts to be served by these three supervisors were as follows:

1. The single county of Luzerne
2. The combined counties of Crawford, Erie, and Warren
3. The combined counties of Blair, Huntingdon, and Mifflin

Since the Law provides that a Supervisor of Special Education shall be nominated and elected on the same basis as assistant county superintendents, the county superintendents of the above mentioned counties nominated and the county boards of school directors elected the following people: Miss Inez M. Husted of Trucksville for Luzerne County; Miss Mary H. Pooler of Erie for Crawford, Erie, and Warren Counties; and Mr. Rutherford B. Porter of Huntingdon for Blair, Huntingdon, and Mifflin Counties. The Superintendent of Public Instruction has issued commissions to these three Supervisors of Special Education.

The work which is being conducted in these three counties will be followed with a great deal of interest, especially since Section 1126 of the School Laws of Pennsylvania provides, "In addition to the assistant county superintendent herein provided for in each county in which there are 550 or more teachers under the supervision of the county superintendent, there shall be appointed one Supervisor of Special Education, and in each county where there are less than 550 teachers under the supervision of the county superintendent, there shall be appointed a joint Supervisor of Special Education who shall serve in two or more counties."

Act No. 385 postponed the effective date of the above mentioned Section of the School Law for two years.

Placement Officials Studying Cooperative Procedures

The Office of Teacher Education and Certification has been working in close cooperation during the past two years with the Pennsylvania Institutional Teacher Placement Association. At a recent meeting of the Association, cooperative relations with the Placement Service maintained in the Department of Public Instruction were given serious consideration by a special committee of the Association. The Department and institutional placement officials are working cooperatively in accordance with the five point plan which is outlined below to secure the interest and confidence of the school officials who employ teachers.

Teacher Education and Certification—Concluded

I. Confidence of Employing Officials

The committee believes that the first objective of any teacher placement agency is to build confidence, on the part of employing officers, in the integrity and dependability of the placement officials and the accuracy of the information concerning candidates. Superintendents want prompt, efficient service and they want to know the truth about candidates.

II. Cooperation Among Institutional Placement Officials

Confidence in institutional placement agencies will result from a long term planning program. The only hope of ultimate success lies in cooperative relations among institutional placement agencies. Unprofessional and unethical dealings by one or two institutions tends to break down confidence in all institutional placement offices. Information concerning the types of calls and the availability of candidates should be freely exchanged.

III. Commercial Teachers Agencies

The institutional placement agencies can supplement the work of the commercial agencies by developing a richer measure of confidence and more cooperative relationships among those responsible for the operation of appointment bureaus and placement services in the institutions. At the present time, more success would result from working with the commercial agencies when it is possible, provided the agency is a member of the National Association of Teachers Agencies.

IV. The Placement Office in the State Department

More systematic use of the placement office in the State Department would furnish an opportunity for wider selection of candidates. If the institutions would encourage only the more promising students and those with unusual combinations of subjects to register in the State office, the superintendents would have access to a service that would provide the widest range of selection. The State office might very well serve as a clearing house for exchanging information concerning availability of candidates and relaying calls to the institutions where candidates are available.

V. Follow-Up of Recent Graduates and Experienced Teachers

A good follow-up program on the part of the institutions would enable the institutional officials to assemble and make available complete and accurate information concerning experienced teachers who are ready for the better positions. This is probably the weakest part of the institutional placement program.

The Potential Supply of Teachers in Pennsylvania

School officials who are interested in the problem of teacher supply and demand will be interested in some enrolment figures recently collected by one of the committees of the Pennsylvania Institutional Teachers Placement Association in cooperation with the office of Teacher Education and Certification. Dr. George A. Retan, Director of Teacher Placement at the State Teachers College in Mansfield, served as chairman of a committee which assembled information from the colleges and universities of Pennsylvania with respect to enrolments in each of the classes in teacher education curriculums. Basing his conclusions on the number of institutions reporting and the previous figures on enrolments, Doctor Retan indicated that the present enrolment could be fairly accurately approximated by adding twenty-five per cent to the figures presented below.

I. TOTAL OF ALL REPORTING TEACHER EDUCATION INSTITUTIONS

Total Enrolment, School Year 1939-1940

Curriculum	1st Yr.	2d Yr.	3d Yr.	4th Yr.	Total
Home Economics	278	348	248	204	1125
Physical Education	333	247	170	198	990
Industrial Arts	175	132	87	116	541
Commercial Education	466	403	371	360	1661
Art	74	61	57	63	276
Music	273	197	196	223	914
Library	31	22	27	24	130
Cooperative Education	20	20	19	16	75
Elementary	910	874	839	682	3344
Secondary	1390	1208	1388	1582	5607
Totals	3950	3512	3502	3468	14,663

II. NUMBER OF STUDENTS SEEKING CERTIFICATION IN CERTAIN FIELDS

English	1714	Mathematics	960
Social Studies	1603	Biological Science	422
General Science	630	Special Education	48
Geography	307	Science	352
Latin	311	Speech	95
French	575		

Education of Teachers of Beauty Culture

Because of the interest in the teaching of beauty culture as a vocational subject in the secondary schools of Pennsylvania, the Office of Teacher Education and Certification is receiving many inquiries concerning certification for this specialized type of teaching. When beauty culture is taught as a secondary school subject, it is classified as one of the subjects taught in the field of vocational-industrial education. The qualifications on the basis of which certificates are issued for the teaching of beauty culture may be summarized as indicated below:

1. The applicant must be the holder of a license as a beauty operator.
2. The applicant must have completed two years of practical experience as a beauty operator.
3. The prospective teacher must have completed eighteen semester hours in approved professional courses in vocational education, including six semester hours in student teaching in approved vocational schools or classes.
4. The applicant will complete six semester hours of approved courses in general or professional education.

The institutions offering the approved courses in vocational education are the University of Pennsylvania, University of Pittsburgh, and The Pennsylvania State College. The director of vocational teacher education in those institutions will direct the student teaching activities of the prospective teacher.

Professional Licensing

JAMES A. NEWPHER
Director Bureau of Professional Licensing

155 Pass Dental Board Examinations

One hundred and fifty-five candidates for the dental profession were successful in passing the last State Board Dental examinations, which were held in Philadelphia and Pittsburgh during the summer, it was announced by Francis B. Haas, Superintendent of Public Instruction.

While most of the candidates were residents of Pennsylvania, several cities outside the State were represented, including: Camden, New Jersey; Milford, Delaware; Brooklyn, New York; Newark; Long Island; Camden, Ohio; Providence, R. I.; New York City; Ahgwahching, Minnesota; Wilmington, Delaware; and Frank, West Virginia.

Following are the names and addresses of the successful candidates in the annual examinations conducted by the State Dental Council and Examining Board:

James C. Baker, 1430 Foliage St., Wilkinsburg.
Walter C. Baldwin, Jr., 4626 N. 12th St., Philadelphia.
Robert Barclay, 1112 King Ave., Pittsburgh.
Charles C. Barton, Six Mile Run
Leo E. Bednark, 136 Nicholson St., Wilkes-Barre.
Robert S. Bell, 507 Delaware St., Forest City.
Edwin L. Bergstresser, 18 S. Front St., Selinsgrove.
Ralph E. Berkheimer, Alum Bank.
Harold Berlin, 574 Pine St., Camden, N. J.
Carl J. Bernhardt, 119 Fox St., Philadelphia.
Robert L. Block, 4145 Murray Ave., Pittsburgh.
Lewis Bolnick, Elmer, N. J.
Myron E. Boone. 7 Clark Ave., Milford, Delaware.
Arthur C. Boughton, 41 Upland Way, Nerona, N. J.
Andrew Braun, 919 E. 9th St., Brooklyn, N. Y.
Leon S. Brenner, 2919 Richmond St., Philadelphia.
Arthur N. Breuer, 411 Lindbergh Ave., York.
Charles M. Brown, R. D. No. 3, Box 177, Altoona.
Robert E. Brown, Wyland Ave., Allison Park.
Walter M. Budzik, 506 N. 18th St., Philadelphia.
Robert H. Chain, 873 N. 41st St., Philadelphia.
Harold E. Ciampoli, 2226 S. 20th St., Philadelphia.
Helen R. Coder, 4620 Devereaux St., Philadelphia.
Charles Cohen, 199 Shephard Ave., Newark, N. J.
J. Walter Cohn, 2220 Pine St., Philadelphia.
Henry A. Collett, Jr., 220 Court Ave., Upper Darby.
Philip E. Comstock, 4036 Spruce St., Philadelphia.
Richard L. Cope, Penn Ave., Telford.
Richard W. Cross, 332 Cedar Lane, Upper Darby.
Howard S. Curtis, Jr., 32 W. 7th St., Media.
Emanuel Davis, 5954 Phillips Ave., Pittsburgh.
Joseph F. Deegan, 2820 E. Thompson St., Philadelphia.
Walter J. Demer, 404 Church St., Honesdale.
Charles K. Doland, 49 Hill St., Rockaway, N. J.
Harold Eiser, 1024 Morris St., Roselle, N. J.
Nathan J. Ellis, 4632 N. 5th St., Philadelphia.
John H. Ervin, Jr., York Road Jenkintown.
James G. Fackler, Jr., 1021 Woods Ave., Lancaster.
Paul S. Felix, 1441 N. 7th St., Philadelphia.
William R. Firth, 1802 E. Schiller St., Philadelphia.
Marvin L. Fishmann, 6035 Ellsworth St., Philadelphia.
John R. Fox, 328 Main St., Catawissa.
Nathan Freedman, 1637 S. 6th St., Philadelphia.
Philip Freeman, 6528 Lansdowne Ave., Philadelphia.
Freeman Z. Frey, Jr., 1614 N. 5th St., Harrisburg
James M. Galligan, 4705 Baltimore Ave., Philadelphia.
Daniel S. Gardner, Jr., 1545 Penn Ave., Scranton.
Abraham Genser, 130-71 224th St., Laurelton, Long Island.
Hyman L. Ginsburg, 1212 15th St., N. W., Canton, Ohio.
Adolph Glass, 317 Gladstone St., Philadelphia.
Daniel Glassman, 6709 Ogontz Ave., Philadelphia.
George P. Glauner, 1002 Olive St., Coatesville.
Herbert Codmilow, 2301 Delancey St., Philadelphia.
Harry Goldberg, 168 Orms St., Providence, Rhode Island.
Peter A. Greco, 2027 Noble St., Swissvale.
James L. Greenburg, 801 Buckeye St., Steubenville, Ohio.
Paul A. Grubb, 947 N. 43rd St., Philadelphia.
Robert F. Hand, Grove Ave., Clarks Summit.
Robert W. Hare, 110 N. Towamencin Ave., Lansdale.
Norman O. Harris, 305 Gay St., Phoenixville.
Donald G. Harvey, 611 Hazelwood Road, Ardmore.
William Henry, Jr., 911 E. Westmoreland St., Philadelphia.
Robert B. Hess, 116 E. State St., Quarryville.
Henry J. Hoffacker, 2nd, 10 York St., Hanover.
John L. Ilko, 244 Pusey Ave., Collingdale.
Bernard Ingber, 2251 N. 51st St., Philadelphia.
John M. Jackson, 226 Park Ave., Swarthmore.
Oscar A. Jessurun, 744 Columbus Ave., New York City.
John B. Johnson, Jr., 53 Ward St., Paterson, N. Y.
Marvin D. Judkovics, 534 Bennett St., Luzerne.
John J. Jurewicz, 14 Madison Ave., Paterson, N. J.
Jacob N. Kale, 1528 Point Breeze Ave., Philadelphia.
Frank Kanter, 5114 Mebus St., Philadelphia.
George I. Keffer, 14 4th St., McSherrystown.
Frank R. Kennedy. 400 S. Poplar St., Hazleton.
Irving Kerr, 4511 Baltimore Ave., Philadelphia.
Dean C. Klevan, 506 N. Church St., West Chester.
Jules E. Kneisel, 1625 Green St., Philadelphia.
Edward B. Knights, 1612 W. 4th St., Williamsport.
David Komins, 4731 N. 10th St., Philadelphia.
Leanore Kornblatt, 3007 Frankford Ave., Philadelphia.
Paul B. Krall, Richland.
Milton Krauser, 3530 Kensington Ave., Philadelphia.
Northan P. Laub, Barnesboro.
James B. Leap, 311 Main St., Lilly.
Miriam E. Lederer, Box 336, Pottstown,
Leo E. Leonard, 322 Gladstone St., Philadelphia.
Edward H. Levant, 5836 Alderson St., Pittsburgh.
Gilbert L. Longwell, 56 West Maple Ave., Merchantville, N. J.
Lawrence D. Luisi, 1517 S. Broad St., Philadelphia.
Adolph C. Marian, 4645 N. 16th St., Philadelphia.
Raymond S. Martin, Jr., 740 Main St., Darby.
Vincent C. Maslowski, 388 W. Main St., Plymouth.
Adrian F. McMillen, Main St., Mansfield.
Herman Medoff, 1735 N. Paxon St., Philadelphia.
Horace A. Melling, Jr., 3969 Kensington Ave., Philadelphia.
Kenneth L. Miller, 4508 Knorr St., Philadelphia.
Peter S. Misavage, 707 Hazle St., Ashley.
Robert O. Morrell, 220 Shawnee Drive, Erie.
George W. Murray, 3960 Brighton Road,, N. S. Pittsburgh.
Charles J. Musante, Jr., 506 N. 18th St., Philadelphia.
Walter T. Mynyk, 544 Emmett St., Scranton.
Nicholas C. Nelson, Minnesota State Sanitorium, Ahgwah-ching, Minn.
Sidney W. Nemoytin, 1745 Caton Ave., Brooklyn, N. Y.
Leonard Omenn, 621 W. 4th St., Wilmington, Del.
Edwin G. Owen, 105 Woodlawn Ave., Upper Darby.
Bernard Paul, 1444 N. Franklin St., Philadelphia.
David G. Peifly, 118 S. 1st St., Bangor.
Charles Perelman, 321 Boyles Ave., New Castle.
Solomon M. Perlin, 612 S. 20th St., Philadelphia.

Professional Licensing—Concluded

Joseph L. Polk, 430 Second St., Braddock.
Julius Rabinowitz, 7046 Woodland Ave., Philadelphia.
William Ratowsky, 715 5th Ave., Patton.
Leonard Reichman, 540 Snyder Ave., Philadelphia.
Paul D. Roberts, 409 Devon Terrace, Reading, Pa.
Frederick K. Rogers, 106 N. 34th St., Philadelphia.
Albert M. Rosett, 5755 N. 17th St., Philadelphia.
Leonard Schiffrin, 726 W. Chelten Ave., Philadelphia.
Joseph C. Schneider, 245 Roosevelt Road, Emsworth.
Leo J. Shaudis, New Philadelphia.
Duane R. Shiffert, 223 Mauch Chunk St., Nazareth.
Alfred J. Silberman, 314 S. Second St., Duquesne.
Mortimer I. Slavin, 384 S. River St., Wilkes-Barre.
Ralph S. Smith, Strasburg, Ohio.
Samuel C. Smith, 20 S. Hanover St., Pottstown.
Harry L. Sopinsky, 1828 N. Natrona St., Philadelphia.
Alden L. Stahlman, 261 N. 4th St., Indiana.
Elbert S. Stallard, Jr., West Chester.
Gibson E. Stine, 109 W. Cottage Place, York.
Morton Stolbov, 39 N. Greenwood St., Tamaqua.
Samuel Sturn, 309 Runnymede Ave., Jenkintown.
Claude B. Sweppenhiser, 118 E. Front St., Berwick.
Henri A. Tasca, 1528 Chestnut St., c/o Engel's, Phila.
John R. Taylor, 191 Broadway, Westville, N. J.
John P. Trabuchi, 2740 S. Mervine St., Philadelphia.
Edmund A. Travaglini, 525 W. Olney Ave., Philadelphia.
Arthur S. Turville, Northeastern Hospital, Philadelphia.
Paul P. Ulrich, 124 Ardmore Ave., Ardmore.
William F. Urankar, 3437 Washington Blvd., Cleveland Hgts., Ohio.
Myer R. Wakschul, 4714 Fairmount Ave., Philadelphia.
Frank E. Wargocki, 2721 Orthodox St., Philadelphia.
Edward Weiner, 2416 N. 33rd St., Philadelphia.
Frank M. Wentz, 234 N. 18th St., Allentown.
Howard Whittaker, Jr., 4814 Howell St., Philadelphia.
Franklin J. Widney, Frank, West Virginia.
Jack A. Wiener, 1100 Pine St,. Wilmington, Del.
Frederick T. Wigand, 221 W. Upsal St., Philadelphia.
Samuel G. Witmer, 529 Broadway, Hanover.
Irving L. Yalisove, 6044 Carpenter St., Philadelphia.
Morris Yermish, 2228 Vine St., Philadelphia.
Samuel Zaritzky, 2332 Eldridge St., Pittsburgh.
Natalie M. Zebrowski, 85 N. Landon Ave., Kingston.
Solomon Zelinger, 1105 Poplar St., Philadelphia.
Harry Zelson, 5541 Osage Ave., Philadelphia.

Training to Make a Living

"In America we don't train anyone to work any more. We damn youth, and youth isn't to blame. Youth is trained to live only when it is trained to earn a living . . . Not more than fifteen per cent of the young people can be absorbed by what we call the white-collar professions . . . but we are making no effort to teach the other eighty-five per cent how to make a living, how to work with their hands."—*President James E. Brown, John Brown University, Siloam Springs, Arkansas.*

The Influence of the Teacher

"It is true that some great men succeeded without schooling, but most of them somewhere along the line came in contact with a great teacher who pointed out the way whereby they might educate themselves. In many places we are giving little thought to the development of great teachers today. We think more about curtailing their salaries than we do about improving their qualifications."—*Mrs. Franklin D. Roosevelt.*

Our New Army of the Air

As many as 300 college girls may be the proud possessors of pilot's licenses next June, as part of the program of the Civil Aeronautics Authority under which 10,000 college students are expected to earn approval of their flying ability. Two women's colleges have thus far been selected as participants in the Civilian Pilot Training Program, and coeducational institutions have been authorized to admit girls to their training programs in numbers up to ten per cent of their quotas.

With an expected announcement of twenty-five more colleges and universities, the list of institutions offering the courses will number 380. Approximately five per cent of the enrolments will be available to applicants who are not college students, through extension courses to which they will be eligible.

Cost of the course, including seventy-two hours of ground school instruction and between thirty-three and fifty hours of flight instruction, will be not more than $40 to each student, with the federal government contributing approximately $300.

There is also considerable activity in vocational courses to train mechanics, service men, and fabricators of airplanes. At the request of and with the cooperation of numerous airplane manufacturers, local vocational authorities are conducting special courses in many localities, most enrollees being at the secondary school level.

Educational Press Association

Educational Policies in War

With the outbreak of the European war, attention of the Educational Policies Commission was concentrated upon the relationship of the war to American education. At the end of its meeting the Commission on October 2 adopted a statement of policy which was immediately published, forming an important pronouncement on American educational policy. The statement, appears in the form of a 16-page booklet entitled, "American Education and the War in Europe," and copies are available at 10c from the National Education Association, 1201 Sixteenth Street, N. W. Washington, D. C.

Eleven separate recommendations are made, under the following headings: Study and Discussion of Problems Relating to the War is a Responsibility of Education; Discussion Should be Kept on an Educational Basis; Discriminating Judgment Is Essential; The Interests of the American People Are Paramount; Minority Rights Should be Respected; Problems of Preparedness Need Calm Examination; Civil Liberties Require Continuous Vigilance; Cooperation with Humanitarian Causes Is in Order; A Program of Research and Publication Is Needed; Foreign Policy Should Not Displace Attention to Domestic Problems; Cultural Values Should Be Recognized and Protected.

The foreword says in part: "Statements issued by the Educational Policies Commission represent the results of investigations, the combined judgment and the sincere convictions of the members of the Commission. In this spirit, we urge the discussion of this document by the teaching profession, by boards of education, and by the general public, with a view to making use of it in the development of appropriate local educational policies in every part of the United States. Any statement of national policy such as this will require intelligent application in terms of local problems."

—*Educational Press Association*

State Library and Museum

JOSEPH L. RAFTER
Director State Library and Museum

STATE MUSEUM

ELK GROUP RECENTLY PLACED IN PENNSYLVANIA STATE MUSEUM

From a well-known writer on museums, we qoute the following which explains the ultimate purpose of the Museum, "to give opportunity for enlargement—to those who seek enjoyment; and to give opportunity for study—to those who seek knowledge."

A majority of those who visit the Museum, and this includes children, "come to seek knowledge". If we are to achieve our goal we must impart truths concerning our objects. This is especially true in the section showing animals and their habitat. We are striving to replace animals, many of which are true antiques with a very outdated background, with a new series.

But let our taxidermist, Charles Andes, tell you how our first group has been modernized—The Elk Group.

The Elk or Wapiti Group is the first of a series of life size, natural habitat groups to be placed in the Mammal Hall of the Pennsylvania State Museum. The scene for this group of elk, an animal now nearly extinct in the State, was taken in Clinton County between Lock Haven and Renovo and is an exact reproduction of typical elk habitat.

The Group required months of careful research and work by the preparators of the Museum staff. Hemlock, rhododendron, ferns, and mosses were gathered, preserved, and restored to their natural appearance. Foliage that would not react to the preserving solution had to be reproduced artificially. Thousands of artificial oak, maple, and birch leaves were made to replace the leaves taken from the living trees. In the entire construction of the Group the most up-to-date museum methods were used.

The animals were mounted by the latest scientific methods known to the art. The cow elk and her yearling calf are shown in the foreground along with a large bull elk. The cow chose a spot to rest beside an undercut bank while the yearling is wading in the mountain stream. The bull elk is coming down a game trail, carrying on his head a magnificent set of antlers.

The setting is arranged to create the illusion of having stepped into a domestic scene of animal life in a charming woodland spot.

Mrs. Mabel E. Bitner,
Assistant Director

Books that Won Prizes Awarded in 1939

Pulitzer Prizes. The annual awards for 1938 were announced early this summer by the Trustees of Columbia University, on the recommendations of the advisory board of the Graduate School of Journalism.

Carl Van Doren's "Benjamin Franklin" won the $1,000 prize for biography.

The award $1,000 for drama went to Robert Sherwood for his play "Abe Lincoln in Illinois."

John Gould Fletcher was awarded $1,000 poetry prize for his "Collected Poems" and John Luther Mott received the $1,000 history prize for his "History of American Magazines," a three volume work the first volume of which appeared in 1930.

Marjorie Rawlings was awarded the $1,000 prize in fiction for her novel "The Yearling."

An appeal for a new Pulitzer Prize award classification, to be known as General Literature, is made by the Wilson Bulletin for Librarians in its June issue. An editorial points out that this year the Pulitzer Prize in history was voted to "The History of American Magazines." In 1937 it went to Van Wyck Brooks' "The Flowering of New England." In other years the biography award has gone to books which were really literary criticism. In most such cases the books chosen have been excellent, but they were not books of history or biography in the usual meaning of the term, but that nebulous thing called Literature. This meant that in each case some deserving book of bona fide history or biography was denied the award. Conversely, many worthy books of a "literary" nature have failed to be considered at all, because they were too far removed from any of the existing categories.

The *Wilson Bulletin* therefore suggests to the Pulitzer committee the creation of new award for General Literature, or whatever the committee chooses to call it; such classification to inlcude historico-literary works, criticism, essays, collective biography, philosophy and related thought, published but unproduced drama—in short, all the various and miscellaneous works of literary nature that are not at present eligible for any of the awards, or only by stretching some other classification to include them.

Lippincott Novel Competition. A prize for "a first novel in the great romantic tradition" is being sponsored by J. B. Lippincott Co., of Philadelphia; Hodder and Stoughton of London. Only authors who have had no previous novel published will be eligible. A cash prize, travel awards, and royalties plus an annual income for four years, during which time the winner will be expected to write three more novels for the publishers, are offered as awards.

The cash prize will be $2,500 and the annual income will be $2,500 for four years.

The travel award is an all-expenses tour of Europe, if an American wins, and a tour of America if an English author wins. The winner will be announced December 31, 1940, and the book published during 1941.

National Book Awards. Bronze paper weights were presented to the 1938 winners of the National Book Awards sponsored annually by the American Booksellers' Association, since 1935. Booksellers from all over the country sent in their votes and the contest was close. The following were the winners:

The Booksellers' Favorite Novel:
Rebecca by Daphne du Maurier.

The Booksellers' Favorite Non-fiction:
Listen, the Wind by Anne Morrow Lindbergh.

The Booksellers' Find:
The World Was My Garden by David Fairchild.

The Most Original Book:
With Malice Toward Some by Margaret Halsey.

The Friends of American Writers is composed of a group of 400 women in Chicago who award a prize of $1,000 each year to the author in the midwest who produces a book of originality in technique and of value as a contribution to Americana. This year the award was given to Herbert Krause, a Minnesota author for his first novel *Wind Without Rain,* published by Bobbs-Merrill.

State Library and Museum—Concluded

The Governor General's Literary Award. Canadian prize for general literature, poetry, and fiction, was instituted several years ago by Lord Tweedsmuir (John Buchan) and is given for the best work of a Canadian author published during the previous year. Kenneth Leslie has won the current prize for his volume of poetry *By Stubborn Stars.*

The New York Herald Tribune prizes for the Children's Spring Book Festival are as follows:

The best book for younger children *The Story of Horace,* by Alice M. Coates (Coward-McCann); the best book for older children, *The Hired Man's Elephant* by Phil Strong (Dodd). Each was awarded $250.

Ten other books were chosen for honor.

FOR YOUNGER CHILDREN:

An Ear for Uncle Emil by Eva Roe Goggan (Viking $2).
Travels of a Snail by Eleanor Hoffman (Stokes $1.50).
A Book of Wild Flowers by Margaret McKenny (Macmillan $2).
The Young Aunts by Alice Dalgliesh (Scribner $1.75).
The Little French Farm by Lida (Harper $1).

FOR OLDER CHILDREN:

The Sword of Roland Arnat by Agnes Danford Herves (Houghton $2)
Bat, the Story of a Bull Terrier by Stephen W. Meader (Harcourt $2).
Long Wharf by Howard Pease (Dodd $2).
Land for My Sons by Maribelle Cormack and William P. Alexander (Appleton $2).
Phamton on Skis by Helen Girvan (Farrar $2).

This year a larger interest in the Spring Festival was noted in the schools. Several thousand pupils answered a contest conducted in the Scholastic magazine by Mrs. May Lamberton Becker, naming them favorite books.

Lippincott Award. Doctor Putnam, recent librarian of the Library of Congress, and Dean Louis Round Wilson, of the Graduate Library School of the University of Chicago, were named at the second general session of the American Library Association's sixty-first annual conference as winners respectively, of the Lippincott and White "distinguished service" awards in the library field.

The Joseph W. Lippincott Award, for "the most outstanding contribution to librarianship," carries with it a gift of $500.

The James Terry White Award is a medal awarded annually to a librarian for notable published professional writing. Doctor Wilson's study of *The Geography of Reading* won for him this distinction.

The Newbery Award for the most distinguished contribution to children's literature published last year by an American author goes to *Thimble Summer* by Elizabeth Enright.

The Caldecott Award honors Thomas Handforth's *Mei Li,* considered by children's and school librarians voting on the award the most distinguished American picture book for children issued last year.

In *Thimle Summer,* Miss Enright tells the story of Garnet Linden, a little girl who spends a happy summer on a Wisconsin farm. Much of Miss Enright's background for the story comes from her own days on a Wisconsin farm owned by her uncle, Frank Lloyd Wright, the architect.

Mr. Handforth gathered material for his pictured tale of *Mei Li* during several years spent in Peiping where he went in 1931 as a recipient of a Guggenheim fellowship.

The Newbery award, named in honor of an eighteenth century English bookseller and publisher who was one of the first to encourage books written especially for children, is the gift of Frederic G. Melcher, editor of *Publishers' Weekly.* It was first presented in 1921 for Hendrik Van Loon's *Story of Mankind.* Last year, Kate Seredy's *White Stag* won the award.

The Caldecott medal, named in honor of the famous English illustrator, Randolph Caldecott, is also the gift of Mr. Melcher. Dorothy P. Lathrop won the award in 1938 for her illustrations of *Animals of the Bible.*

New Books Ordered for Extension Library

Althouse, H. S. .....*Eminent Pennsylvanians*
Boy Scouts of America .....*Manual and Yearbook*
Cahen, F. M. .....*Men against Hitler*
Childs, J. .....*Building character through dramatizations*
Commager, & Nevins .....*Heritage of America*
Cornell, Katharine .....*I wanted to be an actress*
Cramlet, R. C. .....*Fundamentals of leathercraft*
Crow, C. .....*Chinese are like that*
Davis, Wayne .....*How to choose a junior college*
Degler, H. E. .....*Diesel enginess theory and practice*
DiDonato, P. .....*Christ in concrete*
Edgren, H. D. ..*Group instruction in tennis and badminton*
Ellsburg, C. E. .....*Men under the sea*
Faunce & Nichols .....*Secretarial efficiency*
Graham, H. .....*Story of surgery*
Hager, D. .....*Fundamentals of the petroleum industry*
Harmes, Earl .....*Furniture of yesterday and today*
Harrison, G. R. .....*Atoms in action*
Harvey, N. A. .....*Elementary psychology*
Heckert, J. B. .....*Accounting systems*
Hines, D. .....*Adventure in good eating*
Horney, K. .....*New ways of psychoanalysis*
Hudson. R. G. .....*Engineers' Manual, 1939*
Kalashnikoff, ...*They that take the sword*
Foch, F. H. .....*American folk plays*
Lawrence, T. E. .....*Letters*
Lewis, H. M. .....*City planning; why and how*
Mantell, Ed. .....*Best plays of 1938-39*
McWilliams, C. .....*Factories in the field*
Montessori, Maria .....*Secret of childhood*
Morse, H. K. .....*Gardening in the shade*
Myers, A. F. .....*Problems in public school supervision*
N. Y. Academy of Medicine *Landmarks in medicine*
Palmer, A. W. .....*Art of conducting public worship*
Partridge, B. .....*Country lawyer*
Partridge, E. .....*World of words*
Priestly, J. B. .....*Rain upon Godshill*
Pratt, F. ....*Secret and urgent; story of codes and ciphers*
Salle, A. J... *Fundamental principles of bacteriology with laboratory exercises*
Theiss, L. E. ..*Journey through Pennsylvania farmlands*
Van Coevering .....*Real boys and girls go birding*
Van Doren, Mark .....*Anthology of world poetry*
Vance, E. .....*Escape*
Witcombe, W. H. .....*All about mining*
Wright, C. M. .....*Here comes labor*

EDUCATION IS DEMOCRACY

"I hope educators will not make the mistake of assuming that education is FOR democracy. In reality, education of the highest type IS democracy because individual development or growth can only take place in a free society."—*Eduard C. Lindeman, New York School of Social Work.*

Pennsylvania in History

FRANK W. MELVIN
Chairman Pennsylvania Historical Commission

Pennsylvania Historical Societies

Pennsylvania is richly endowed in terms of the number of important historical societies functioning within the State. There is probably no other state in the Union which has so large a number, or in which the societies carry on such a variety of activities and provide so many resources for the study of state and local history. The larger number of these are organized in a statewide Pennsylvania Federation of Historical Societies, established in 1905. The annual *Year Book* of the Federation contains a variety of valuable information concerning the work of the Pennsylvania societies. Unfortunately, the unusually excellent library and museum facilities of these societies are all too frequently unknown to the general public. With a view to acquainting a larger number of Pennsylvanians with the facilities provided by the Pennsylvania historical societies, we are glad to make available in this and succeeding issues of PUBLIC EDUCATION a list of the principal societies and a brief statement of the aids for research and study which they provide. In each case, the name of the responsible official to whom inquiries should be directed is also provided. Readers are encouraged to contact these organizations and to make a greater use of their resources.

American Catholic Historical Society, St. Charles Borromeo Seminary, Philadelphia.

The society library is located at St. Charles Borromeo Seminary in a modern fireproof building. It is a principal depository of Catholic Americana. Inquiries should be addressed to the *Archivist,* Dr. Elizabeth Kite, 715 Spruce Street, Philadelphia.

American Swedish Historical Foundation, 19th Street and Pattison Avenue, Philadelphia.

The Museum of the Foundation is the outstanding repository of American-Swedish history and culture in the United States, and was formally dedicated by H. R. H. Crown Prince Gustaf Adolph of Sweden on June 28, 1939. The artistic and architectural features of the Museum are exceptional. Special rooms are dedicated to outstanding Swedish-Americans. It offers unusual research facilities in every branch of American-Swedish history and life. Collections are constantly expanding and are of increased importance. Inquiries should be addressed to the *Curator,* Dr. Amandus Johnson, 19th Street and Pattison Avenue, Philadelphia. During the winter months the Museum is open on weekdays from nine to four and Sundays and holidays from one to five. In the summer months it is open from nine to five on Sundays and holidays one to five.

Historical Society of Berks County, Society Building, 940 Centre Avenue, Reading.

Indexing of church records by Mrs. C. M. Steinmetz, chairman of the Library Committee, completed. Excellent library and museum maintained at society building and open to the public and schools. Valuable items on Berks County and Reading. Museum open to public nine to five Monday to Saturday and two to five Sunday. Library open nine to five Monday to Saturday. Summer months Library and Museum closed Saturday noon until Monday morning. All holidays observed. Inquiries may be directed to the *Office Secretary,* Miss Rene Bard, Society Building, 940 Centre Avenue, Reading.

The Blair County Historical Society, Baker Mansion, Altoona.

The society uses the Baker Mansion as its museum, and it is open to the public on Saturday afternoons from June to November. Special displays are arranged for each Saturday afternoon. The Baker Mansion is itself of considerable architectural and historic interest. Inquiries may be directed to the *Secretary and Curator,* Prof. Tarring S. Davis, 632 Rose Hill Drive, Altoona.

Bradford County Historical Society, Historical Society Building, Towanda.

Museum open Saturday afternoons from one to four and during the summer months Tuesdays, Thursdays, and Saturdays one to four. All the LeRay de Chaumont papers, letters from LeRay Chaumont to Kingsbery, agent, pertaining to early land ownership of the county have been indexed. Inquiries may be directed to the *Secretary,* Miss Mary S. Wilt, Towanda.

The Bucks County Historical Society, Doylestown

Museum with over 35,000 specimens is open daily from eight a. m. until five p. m. except on Sundays when it is open between April 1 and November 1 from one p. m. until five p. m. It is closed the major winter holidays. The library is open daily from nine a. m. until noon, and from one p. m. until five p. m. One of the outstanding library and museum collections in the State. Inquiries may be directed to the *Curator,* Horace M. Mann, Doylestown.

Cambria County Historical Society, Court House, Ebensburg

The society has the use of a room in the Cambria County Court House which is used as a depository for its collection. A small museum has been established. The library contains important collection of early newspapers; especially important are Ebensburg papers of the period of the building of the old Portage Railroad. Old survey books and land patents are also of importance. Small but excellent working library on state and local history is in the process of development. Material is available for the use of interested persons upon application to the *President,* P. J. Little, Ebensburg.

Chester County Historical Society, 225 North High Street, West Chester

Documentary and newspaper collections of importance. Museum well equipped and outstanding for exhibits of early American furnishings and implements. Many interesting items have been added to the library and museum, among them the papers of Isaac Hayes, the Arctic explorer; Francis James correspondence and papers of the Pim and Pennock families. Copies or abstracts of the Doe Run Presbyterian; Grove Methodist Episcopal; Bradford, London Grove, Fallowfield, and Birmingham Friends' Meetings records have been made. Abstracts from five hundred school and church deeds and complete copies of tax lists of the Chester County Court House dating from 1740 have been recorded. The library and museum hours are from ten a. m. to twelve and from two p. m. to four p. m. every weekday, and on Wednesday

Pennsylvania History—Concluded

evening seven to nine. Inquiries may be directed to the *Secretary,* Marwood Darlington, 309 W. Union Street, West Chester.

Church Historical Society, Philadelphia

The Thomas Coffin Yarnall Memorial Library, including approximately fifteen hundred volumes, was added to the society collection, together with historical and biographical material from the library of the late Rev. George Thomas Linsley, D.D. The library, located at St. Andrew's Chapel in the Philadelphia Divinity School, 4205 Spruce Street, is used chiefly for reference purposes. No regular hours are maintained, but visitors are welcome by appointment. Inquiries may be directed to the *Secretary,* William Ives Rutter, Jr., 525 South 41st Street, Philadelphia.

Clinton County Historical Society, Lock Haven

Library collection housed in the Annie Hollenbake Ross Library in Lock Haven. Plans are underway for a fireproof addition to the library to be used for storing the relics and other data collected by the society including the Centennial material. Inquiries may be directed to the *President,* George F. Hess, Beech Creek.

Crawford County Historical Society, Public Library, Meadville

Library and museum housed on the second floor of the Meadville Public Library. Valuable collection of early newspapers of the region, including the *Crawford Weekly Messenger* from 1805. Also collections of Pennsylvania county histories, pamphlets, documents, etc. Museum contains relics relating to life of the community. One of the largest accessions to the museum is a model of the locomotive which was used to haul the first train through Meadville on the Atlantic and Great Western Railroad. The library and museum are open to the public weekdays from two to four p. m., with the exception of Monday. Inquiries may be directed to the *Secretary and Curator,* Miss Sara L. Miller, Public Library, Meadville.

The Historical Society of Dauphin County, 9 South Front Street, Harrisburg

Federal aid has enabled further cataloging of society material. In the last year valuable local material relating to Harrisburg and Dauphin County has been added to the society collection. The society building at 9 South Front Street, Harrisburg, is open daily except Sundays and holidays from one to five and other hours by appointment. Application should be made to the *Curator,* Miss Grace Curriden, 9 South Front Street, Harrisburg, for such arrangements.

Delaware County Historical Society, Old Court House, 410-12 Market Street, Chester

The Museum and Library are located on the second floor of the Old Court House, No. 410-12 Market Street, Chester, and open to the public Monday to Friday from one to four and Saturday nine to twelve. Considerable additions on early life of the county and local history were procured for the library and museum. Inquiries concerning specific items should be addressed to the *Curator,* Miss Elsie M. Jones, 1011 Kerlin Street, Chester.

Erie County Historical Society, Old Customs House, Erie

Library and museum open nine to four except Saturday and Sunday. Replicas of Forts Presque Isle, LeBoeuf, Machault, Duquesne, etc., and large quantities of artifacts, human remains and relics are on display. Two hundred volumes on the history of this region are available to researchers. Thousands of negatives given to the society by a portrait gallery are on file. The Old Customs House is itself a point of great historical and architectural significance. Inquiries may be directed to the *Secretary,* John Elmer Reed, 607 Masonic Temple, Erie.

Historical Society of the Evangelical Church (Incorporated), Theological Building, Albright College, Reading

Historical Room in Albright Theological Building is open each day. A Prayer Room for the Theological Students is now being prepared. The seats are historical having been used in the Memorial Church, Kleinfeltersville, one hundred years ago. Inquiries may be directed to the *Curator,* Dr. R. W. Albright, Albright College, Reading.

Historical Society of Fort Washington, Pennsylvania, Clifton House, Fort Washington

Historic Clifton House, on the Fort Hill State Park property, restored with WPA aid, is becoming a center for housing a small but growing library and museum. The House was built originally in 1801, and is an interesting example of early American architecture. Old books, maps, and pamphlets with a nearly complete file of the *Ambler Gazette* for the last fifty years are available. Many interesting scrapbooks, old and new. Through the generosity of a member, access can be had by interested persons to old public documents, wedding certificates, deeds, old letters some going back to the early 1700's. Library and Museum open every afternoon except Sundays. Inquiries may be directed to the *Secretary,* Mrs. Daniel Buckley, "Woodrow," Broad Avenue, Ambler.

Historical Society of Frankford, 1507 Orthodox Street, Frankford, Philadelphia

The library is a depository for material relating to Frankford and Philadelphia. Early newspapers and large scrapbook collection are among the many interesting items on file. The early history of Frankford is displayed in the society museum through its extensive collection of china, utensils, and furnishings. The society building is open on Tuesday evenings and during the winter on Thursday afternoons. Increased use of collections is reported. Inquiries may be directed to the *Secretary,* Miss Caroline W. Smedley, 4661 Penn Street, Frankford, Philadelphia.

Friends' Historical Association

Exhibition room in the Old City Hall, Independence Hall, 5th and Chestnut Streets, Philadelphia. In this room are displayed valuable and interesting historic relics, pictures, Quaker costumes; remainder of collection is stored in the building of the Historical Society of Pennsylvania, 1300 Locust Street, Philadelphia. No library facilities. Inquiries may be directed to the *Secretary,* Miss Anna B. Hewitt, Haverford College, Haverford.

(Continued on page 23, column 2)

School Employes' Retirement Board

H. H. BAISH
Secretary School Employes' Retirement System

Various Accounts In the Retirement System

The School Employes' Retirement Fund is composed of separate accounts. The five major accounts are as follows:

Contingent Reserve Account

This Account receives the payments made by the State and local districts on account of New Entrant members of the Retirement System. New Entrant members are school employes who entered school service for the first time after the enactment of the Retirement Law. Membership in the Retirement System is compulsory for all New Entrants. The rates of payment to the Contingent Reserve Account by the State and local districts have been actuarially computed. With the interest earnings at 4% compounded annually these accounts will accumulate the reserve necessary to pay one-half the cost of the retirement allowances of New Entrant members of the Retirement System. The other half of the cost of the retirement allowances of retired New Entrant members will be paid from the contributions of the New Entrant members themselves.

The rate which represents the percentage of salary which the State and local districts combined contribute to the Contingent Reserve Account on account of any individual employe is lower than the rate at which the employe contributes. It would seem that the combined State and local district rate should equal the employe's rate since the plan of Retirement System is for the State and local districts to pay one-half the cost of the retirement allowances and the employe the other half. However, employes who die before retirement have their accumulated deductions refunded to their estates or designated beneficiaries, and employes who separate from service before retirement withdraw their accumulated deductions from the Employes' Annuity Savings Account. The actuary took into account the deaths and withdrawals from school service when he computed the rate at which the State and local districts should contribute to the Contingent Reserve Account. The amount which the State and local districts contribute to the Contingent Reserve Account on account of the entire number of New Entrants will accumulate a reserve equal to the reserve accumulated by the salary deductions of the New Entrants who continue in active service until they retire.

A question sometimes asked is as follows: Since the contributions of an employe who dies or separates from service before retirement are refunded why is not the money which the State and local district contributed on account of such employe returned to the State and local district?

The combined rate at which the State and local district contribute on account of any individual employe is on the average about one per cent lower than the rate at which the employe contributes. The combined contributions of the State and local districts on account of any individual employe, therefore, do not pay one-half of the cost of that employe's allowance at retirement. The part of the retirement allowance of a retired employe that is paid from the State and local district contributions is called the State Annuity and the part paid from the employe's own contributions is called the Employe's Annuity. The combined contribution which the State and local districts make on account of any individual employe is never sufficient to pay the full State Annuity of that employe at retirement. Part of the State Annuities of all retired employes is paid from the contributions which the State and local districts make on account of the employes who die or separate from service before retirement.

If the combined rate at which the State and local district contribute on account of each individual employe were exactly the same as the rate at which the employe contributes then the amount contributed by the State and local district on account of each individual employe would pay the full State Annuity of that employe. In that case when an employe died or separated from service before retirement such employe's own accumulated deductions would not only be refunded but the amount contributed by the State and local district on account of such an employe would also be refunded to the State and local district. However, such an arrangement would only add to the bookkeeping required and the net amount contributed by the State and local districts would be the same as the total amount contributed under the present plan provided for by the Retirement Law.

State Annuity Reserve Account

Upon the retirement of a New Entrant member of the Retirement System an amount equal to the State Annuity Reserve of such New Entrant is transferred from the Contingent Reserve Account to the State Annuity Reserve Account. The State Annuity part of the retirement allowance of all retired New Entrant members is paid from the State Annuity Reserve Account.

State Annuity Reserve Account No. 2

This Account receives the payments to the Retirement System made by the State and local districts on account of the service rendered by Present Employe members.

Present Employe members are employes who first entered school service prior to the enactment of the Retirement Law and for whom membership in the Retirement System was optional. More than 99½% of all school employes classified as Present Employes have filed an application for membership in the Retirement System.

At the time of the establishment of the Retirement System the actuary estimated the State and local districts' share of the cost of the service of Present Employes at about $61,000,000.00. Had the State contributed $30,500,000.00 and the local districts $30,500,000.00 to State Annuity Reserve Account No. 2 at the time of the establishment of the Retirement System no further contributions to this Account by the State and local districts would have been required, as this would have assured the accumulation of sufficient reserve to pay the State Annuities of all Present Employe members who continue in service until retirement.

Instead of meeting the liability of State Annuity Reserve Account No. 2 in a large lump sum payment by the State and local districts the Retirement Law provided that this liability shall be spread over a period of thirty years by having the State and local districts pay into State Annuity Reserve Account No. 2 semi-annually in July and January of each year an amount equal to 2.8% of the total compensation paid all members of the Retirement System for service rendered during the preceding school year.

School Employes' Retirement Board—Continued

Because of the unusually large increase in the compensation of school employes following the war period the reserve in State Annuity Reserve Account No. 2 accumulated more rapidly than expected and at the 2.8% rate the required reserve would have accumulated in less time than thirty years. Upon the recommendation of the actuary the Retirement Law was amended under date of April 28, 1925 so as to reduce the semi-annual payments by the State and local districts into State Annuity Reserve Account No. 2 beginning with July, 1925 from 2.8% to 2% of the total compensation of members for the preceding school year.

Upon recommendation of the actuary the Retirement Law was again amended under date of May 4, 1933 so as to reduce the semi-annual payments by the State and local districts into State Annuity Reserve Account No. 2 beginning with July, 1933 from 2% to 1.6% of the total compensation of members for the preceding school year. The actuary calculated that at the 1.6% rate the required reserve for State Annuity Reserve Account No. 2 would be accumulated within the thirty year period.

The Contingent Reserve Account to which the State and local districts contribute is a permanent Account. Contributions to this Account will continue permanently, whereas State Annuity Reserve Account No. 2 will eventually pass out of existence. When the accumulated reserve in State Annuity Reserve Account No. 2 equals the liability of this Account, caused by the service of Present Employe members of the Retirement System, the State and local districts will make no further payments to this Account. When the last Present Employe member of the Retirement System has been retired and has died the reserve in this Account, according to the calculations of the actuary, will have been spent in the payment of the State Annuities of Present Employe members of the Retirement System. After that time all members of the Retirement System will be New Entrant members.

Employes' Annuity Savings Account

This Account receives the contributions of the school employes who are members of the Retirement System. An individual account is kept with each member and each account is credited with interest at 4% compounded annually. When a member dies or separates from service before retirement his or her accumulated deductions in the Employes' Annuity Savings Account are refunded to the member's estate or designated beneficiary.

When a member retires and is granted a retirement allowance his or her accumulated deductions are transferred from the Employes' Annuity Savings Account to the Employes' Annuity Reserve Account.

Employes' Annuity Reserve Account

Each retirement allowance consists of two parts, the Employes' Annuity and the State Annuity. The Employes' Annuity part of all retirement allowances, both of Present Employe and New Entrant members, is paid from and charged on the books against the Employes' Annuity Reserve Account. The State Annuity part of the retirement allowance of all Present Employe members is paid from and charged on the books against State Annuity Reserve Account No. 2. The State Annuity part of the retirement allowance of all New Entrant members is paid from and charged on the books against State Annuity Reserve Account.

Financing A Retirement System

In order to justify the support of a School Employes' Retirement System by the tax-paying public the school system as well as the school employes should be benefited. In the Pennsylvania School Employes' Retirement System the school employes and the public share about equally the cost of the retirement allowances. The method adopted by the Pennsylvania System for meeting the cost of the retirement allowances is based on the theory that the school employes and the schools share about equally the benefits of the Retirement System.

Without an adequate Retirement System School Boards as a rule hesitate to drop from active service a teacher who has rendered many years of efficient service, even though the teacher by reason of advanced age or physical infirmities is no longer able to render efficient service. Without a reasonable income a teacher who has passed the age of efficient service hesitates to make himself or herself an object of public or private charity by resigning from active school service.

The very nature of the work of the teacher is such that freedom as far as possible from financial worries is essential to a high standard of efficiency in the school room. If the teacher alone were affected by worry and anxiety it would be unfortunate, but a teacher who faces retirement from service with no income will find it difficult to inspire her pupils with the ideals of character and service they should receive in our schools.

An adequate Retirement System will help to keep in school service trained and experienced teachers. In times of prosperity such as we experienced for a number of years prior to 1929 and, if history repeats itself, as it usually does, such as we shall experience again in the future many of our best teachers have opportunities to enter other occupations at higher salaries than they receive as teachers.

With the assurance of a retirement allowance in case of disability or old age a teacher with a number of years of experience will hesitate to leave school service even though a higher salary can be secured in some other occupation. The money contributed by the public to pay the public's share of the cost of the retirement allowances does as much if not more to increase the efficiency of our schools than any other similar amount of money contributed by the public for the support of the schools.

There are two distinct plans of operating a Retirement System in respect to the time when the money required to meet its obligation shall be provided. The one plan is the cash disbursement plan and the other is the actuarial reserve plan. Under the cash disbursement plan no reserve fund is established and the retirement allowances are paid from the contributions of the employes. When additional money is needed the State and local districts pay each year enough to meet the retirement allowances for that year.

Under the actuarial reserve plan a reserve fund is established and in addition to the contributions of the employes the State and local districts pay each year into a reserve fund an amount which will be sufficient, with interest compounded annually, to pay their share of the cost of the retirement allowances based on service rendered that year.

The cash disbursement plan is inequitable because it requires future taxpayers to pay the cost of retirement allowances based on service rendered at the present time.

School Employes' Retirement Board—Concluded

The cost of the retirement allowances for each year of service should be charged to and paid by the employe, the State, and the local district in the year in which the service is rendered.

The actuarial reserve plan is equitable as under this plan the employe, the State, and the local district pay each year into their respective reserve funds an amount which, with interest compounded annually, will be sufficient to pay their respective shares of the cost of the future retirement allowances based on service rendered that year. A Retirement System operated under the actuarial reserve plan costs all parties concerned much less than if operated under the cash disbursement plan.

The compound interest earnings of the reserve funds soon become a substantial source of income and help materially to reduce the amounts which the employe, the State, and the local districts would otherwise have to pay. For example, the interest income of the Pennsylvania School Employes' Retirement System represents a significant total. Under the cash disbursement plan of operating a Retirement System this large interest income would not have been received and ultimately the State and local districts would have this total to pay in addition to their other payments to the Retirement Fund. It is fortunate indeed that the Pennsylvania School Employes' Retirement System is operating under the actuarial reserve plan and that the required reserves are being accumulated to pay the cost of the retirement allowances as they accrue.

THE AUTHORITY OF THE TAX COLLECTION

(Continued from page 7, column 2)

involving the rights of tax collectors and of taxing authorities. It authorizes the collector to levy the amount of taxes and costs, not exceeding costs allowed constables for similar services, by distress and sale of goods and chattels of the taxable upon proper notice. It authorizes the collector to demand and receive from the tenant, taxes due on real estate which he occupies and makes the goods and chattels of the tenant liable to distress and sale for the nonpayment of such taxes.

Under the provisions of the law, the tax collector may institute a suit in assumpsit against a delinquent taxable for the collection of any real estate taxes due and unpaid after the fifteenth day of May of the year following that in which the taxes were assessed, if the taxes have not been returned to the county commissioners or filed as a lien with the prothonotary, unless the taxes are held in the custody of a court as provided in the law. The school board also may bring an action in assumpsit against persons owing taxes. To each judgment obtained for such taxes, the law provides that a penalty of 10%, together with the costs of the suit, shall be added.

Other provisions of the law have to do with the appointment of deputy tax collectors and other matters of interest to collectors and taxing authorities.

A copy of this law has been mailed to the secretary of each school district in the Commonwealth. School officials should familiarize themselves with this law and should make certain that its provisions are brought to the attention of the tax collector in order that he may be properly informed regarding his authority.

PENNSYLVANIA HISTORICAL SOCIETIES

(Continued from page 20, column 2)

The Fulton County Historical Society, McConnellsburg

Valuable newspaper files and other possessions are in fireproof storage with the *Secretary,* the Rev. William J. Lowe, McConnellsburg, in the absence of a headquarters building.

The Genealogical Society of Pennsylvania, Hall of the Historical Society of Pennsylvania, 1300 Locust Street, Philadelphia

The Society's collection of Manuscripts, housed in the fireproof building of The Historical Society of Pennsylvania, may be consulted daily by the public, under the supervision of the custodian, from nine to five, Sundays and legal holidays excepted. Summer hours, July first to day after Labor Day, ten to four with the former exceptions. Closed Saturdays. Over two thousand manuscript volumes of exceptional genealogical value are available. Inquiries should be addressed to the *Corresponding Secretary,* Miss M. Atherton Leach, 1300 Locust Street, c/o Hall of The Historical Society, Philadelphia.

Germantown Historical Society, 5214 Germantown Avenue, Germantown

The Museum, 5214 Germantown Avenue, Germantown, contains relics relating to the history of Germantown and is open every weekday from one until five. The society maintains a library of 2,600 volumes, several thousand pamphlets and manuscripts, numerous newspaper files relating to Germantown, and a librarian is in attendance each Tuesday from one to five. Inquiries may be addressed to the *Secretary,* Mrs. W. T. Tomlinson, 805 East Washington Lane, Germantown.

Greene County Historical Society, Waynesburg

While temporarily inactive as a result of retirement of the former president and the death of the secretary, the society still maintains a museum and library in Waynesburg. Further information regarding the society and its activities may be obtained from the *Corresponding Secretary,* Mrs. Emma G. Wood, Waynesburg.

The Hamilton Library and Historical Association of Cumberland County, Carlisle

The library and museum are open to the public on Friday from two to five and seven to nine with a competent librarian in charge to assist in making available all material in the society collection. New books are purchased from time to time and the local newspaper files, in bound volumes, are kept up-to-date. No fee is charged for the use of the library nor is there an admission to the museum. Inquiries may be directed to the *Secretary,* Jacob M. Goodyear, Esq., Carlisle.

Educational Effects

"Approximately twice as many boys as girls fail (in elementary school) . . . I believe that the boys' failures are at least partially due to the overpreponderance of women in the schools. Women put a premium on conformity and docility—qualities in which girls excel."

—PROFESSOR WALTER ANDERSON
Northwestern University

Have You Any Questions?

An effort will be made, in this section, to answer any constructive question of general interest which may be submitted by its readers.

1. Question: May a school district receive reimbursement for the employment of a school nurse?

   Answer: Yes,—the same amount as for an elementary teacher, provided she is certificated as a school nurse by the Department of Public Instruction, and employed full time.

2. Question: What is the compulsory school age?

   Answer: The period of a child's life from the time the child's parents elect to have the child enter school, which shall not be later than at the age of eight years, until the age of seventeen years.

3. Question: Are there any exceptions to this definition of compulsory school age?

   Answer: Yes, exceptions can be made in the following types of cases:

   a. If the child has graduated from an approved senior high school prior to the age of seventeen.
   b. If the child has properly obtained an appropriate employment certificate or working permit.
   c. If the child is extremely retarded in his mental development.
   d. If the child is too handicapped physically to be provided for in the school or by home instruction.

4. Question: When, by, and to whom are reports on special education required to be submitted?

   Answer: On or before October first each year; by the board of school directors; to the Department of Public Instruction.

5. Question: Under what circumstances may kindergartens become a part of the elementary school?

   Answer: The following quotation from Section 401 of the 1937 edition of "School Laws," Department of Public Instruction, Commonwealth of Pennsylvania, answers this question:

   "The board of school directors of each school district of the first, second, third, and fourth class may establish and maintain kindergartens for children between the ages of four and six years. When established the kindergartens shall be an integral part of the elementary school system of the district.

   "The number of kindergartens in any one district shall be fixed by the board of school directors, and shall be open during the school year.

   "If the average attendance in any one kindergarten in any district is ten or less for the school year, the school directors shall, at the close of the school year, discontinue the same.

   "The board of school directors shall appoint and assign a sufficient number of teachers to such kindergartens, who shall be certified in accordance with the rules and regulations prescribed by the State Council of Education."

6. Question: What are the specific limitations placed upon school safety patrols?

   Answer: While the school safety patrol is a valuable adjunct to safety education, certain wise restrictions are placed upon it by Section 404, of the Pennsylvania School Laws.

   a. No safety patrol member is authorized or even permitted to direct vehicular traffic.
   b. No safety patrol member shall be stationed in that portion of the street or highway intended for the use of vehicular traffic.

7. Question: Do all counties of the Commonwealth have reasonably adequate library service?

   Answer: Definitely not, according to the latest information available (January, 1937). As of that date the following conditions as to public library service obtained:

   a. Number of counties with but two public libraries—Seven.
   b. Number of counties with but one public library—Nine.
   c. Number of counties wholly without a public library—Five.

8. Question: May a board of school directors require parents to pay a part of the cost of providing transportation service?

   Answer: Act No. 483, approved July 1, 1937, P. L. 2583, amended several Sections of the School Laws including Section 1418 which now reads in part as follows:

   "It shall be unlawful for any driver or owner of a vehicle transporting pupils under a contract with a school district, or for any member of or board of school directors, to demand, request, or accept any compensation for transporting pupils, other than the compensation stipulated in the contract filed with and approved by the Department of Public Instruction."

   While Act No. 385 passed at the 1939 Session of the General Assembly suspends for two years that part of Act 483 (1937) which related to mandatory transportation of pupils residing two miles or more from school, it is the opinion of the Department of Public Instruction that it did not suspend the provisions of Act 483 cited above. Therefore, it would appear that the present provisions of law are such as to make it unlawful for a school district to require or permit parents to contribute toward the cost of transporting pupils. In this connection, however, it should be noted that, if a school district provides proper free transportation, the Commonwealth will reimburse the district for a portion of the cost of transporting pupils who reside two miles or more from school. This applies only to school districts of the fourth class and townships which are school districts of the third class.

Have You Any Questions?—Concluded

9. Question: What does vocational education include?

Answer: Vocational education embraces the following major fields: agricultural education, distributive education, homemaking education, and trade and industrial education including public service occupations.

10. Question: What is meant by vocational industrial education?

Answer: Those form of vocational education that prepare persons in a definite way for trade or industrial occupations, or that give such training to employed persons who want to extend their occupational knowledge or skill. Classes for police, firemen, finance officers, and other public service workers are included under this caption.

11. Question. For whom may distributive trade classes be organized?

Answer:

a. Managers and operators of all kinds of shops, stores, commercial and personal service businesses.
b. Apprentices and learners-in-preparation for managerial positions in stores.
c. Department heads, supervisors, and foremen in stores.
d. Purchasing agents, general buyers for all types of retail and wholesale stores and service organizations.
e. Sales managers in all kinds of businesses.
f. Salespeople in all businesses.
g. Store service workers in contact with customers: cashiers, adjusters, collectors, etc.
h. Delivery men of all kinds.
i. Messengers, bundle, and cash girls and boys in stores.
j. Miscellaneous: waiters, stewards, etc.

12. Question: What is meant by vocational home economics?

Answer: Since the controlling purpose of all vocational education is to prepare people for useful employment, it follows that the controlling purpose of vocational education in homemaking is to prepare individuals for the responsibilities of homemaking.

These responsibilities include:

1. Provision of food for the family.
2. Selection, care and construction of clothing.
3. Care and guidance of children.
4. Selection, furnishing, and care of the house.
5. Selection and use of home equipment.
6. Maintenance of health.
7. Home care of the sick.
8. Consumer buying.
9. Management of all material and human resources available in the home.
10. Maintenance of satisfactory family relationships.
11. Application of the arts and sciences to the home.

13. Question: What provision is made to protect the health of the school child?

Answer:

a. Health instruction is a required field of instruction in all public schools.
b. School authorities increasingly are providing grounds, buildings, and equipment for games and athletic contests.
c. Standards of heating, lighting, ventilation, and disposal of waste matter are established by law.
d. The School Laws of Pennsylvania provide for health examinations of all school children annually by registered physicians to determine health handicaps.

14. Question: What should a school district do with respect to a high school building program when the enrolment includes a large number of non-resident high school pupils and the district does not have financial ability to provide an adequate building for both resident and non-resident pupils?

Answer: It is the responsibility of each school district to afford an opportunity for high school education to all persons of the district under twenty-one years of age who desire such education. First of all, if the district is the logical center of the local high school attendance area, other districts sending high school pupils to this district should be contacted with an idea of joining in a building program to serve the whole area either through merging of school districts or a joint agreement between individual districts.

If an arrangement can not be worked out immediately with the districts sending high school pupils, the district should go ahead and build a high school building adequate for the resident pupils within the limits of its present financial ability. It would be well, however, to plan the building so that an addition can be placed thereto in the future as an integral part of the originally planned school plant at any time that a joint agreement could be worked out with the other districts sending high school pupils to this district.

15. Question: What provisions shall be made by the school directors for the proper education and training of all children who are fit subjects for special education?

Answer: They shall establish:

a. Special classes or schools in the districts, when there are ten or more exceptional children of a particular type; or
b. Joint special classes or schools with other districts; or
c. Secure proper education in schools outside the district or in approved residential schools; or
d. Provide legally certified teachers for home teaching.

16. Question: May a school district procure part time school nursing from a community organization?

Answer: A school district may employ a nurse on a part time basis who is employed the remainder of her time by some other agency. The district's contract should be with the nurse and payment should be made to her.

They Say—

THE MAN WHO GAVE US CHRISTMAS

"How many of us in the hurry and hubbub of the holiday season steal a few silent moments to consider where our Christmas comes from? Stories as beautiful as that of Christmas do not just happen; they have a source, they come from somewhere, they come from someone. * * *

"From year to year we join in the singing of the old familiar carols, forgetting who recorded the first Christmas hymns that have set the fashion for all that have followed. We forget the man who gave us Christmas.

"We do not know Luke well enough to say 'thank you' to him across the centuries. But we might know him better, and Christmas might mean more to us if we tried to discover what it must first have meant to the man who gave it to us, gave it in all its perennial freshness and beauty to a world racked with war in his day and still racked with war in our day, in spite of the soaring, singing message of two thousand Christmases that have come between. While in no sense did Luke invent the Christmas narrative, one can with truth say that it was he who gave us Christmas, for it was Luke, and Luke only, who searched out and found and preserved a birth story too humble for prouder historians to touch. * * *

"We possess little enough information about Luke, but it seems to be generally accepted that he was a young doctor of Antioch and a member of the Christian community there before he met Paul and joined that intrepid leader on his second missionary journey as his personal physician. Except for those intervals when his superior trusted him to carry out certain missionary undertakings by himself, Luke seems to have remained at Paul's side, at hand during Paul's two years' imprisonment in colonial Caesarea, and always within call during the longer incarceration in imperial Rome. * * *

"Nobody at first took the trouble to write the story of Jesus of Nazareth, for the simple reason that he himself had said that he would come back. His first followers took that promise of his literally. Only slowly, as the years went by, did they realize that Jesus was speaking not of his physical return, but of his abiding spiritual presence in the world. * * *

"But the first century was not yet half gone before the new faith was attracting the attention of some among the educated and the high-born. Of these, young Doctor Luke of Antioch was one. Another was his Excellency Theophilus of Rome. To this Theophilus Luke dedicated his twin books, his Gospel and the Acts of the Apostles. Luke addresses a preface to Theophilus indicating the nature of his researches and the purpose of his book: 'Because many historians have undertaken a narrative of the mysterious events that form the basis of our faith, as these events have been transmitted to us by those who were actually present at them, I myself have now resolved to set down a record of the Christian message authenticated by all the investigation possible to me, in order that you and others like you may have a true and detailed presentation of matters you have hitherto ascertained by word of mouth.'

"Thus there came into existence a book which to this day presents the supreme appeal of Christianity to all paganism past or present. The universality of the Christian faith is revealed by the fact that Luke's book was written by a Greek to a Roman about a Jew."

—*Winifred Kirkland*
The Atlantic Monthly

The Town Hall Program

"One of the first acts of the American colonists, upon landing on these shores, was to build a meeting house in which they could worship God as they chose and consider their common problems together. Tolerance, reason, and justice were the watchwords of our Puritan forebears, who fought a heroic war that we might enjoy the blessings of American liberty.

"Today those liberties are challenged by the disintegration of democracy in Europe and the march of dictatorship westward. If we are to preserve our liberty in the face of these threats, the time has come for us to turn back to the fundamental principles of the early American town meeting and, with tolerance for all points of view, reason together as intelligent Americans in order to preserve a great democracy based upon justice and fair play for a nation of free men.

"America's Town Meeting of the Air and the whole Town Hall program is an attempt to dramatize this need for the American people and show them how it can be done if we will use intelligently a free radio, a free press, and our blessed heritage of free speech."

—GEORGE V. DENNY, JR.
President of Town Hall

Other Frontiers in American Life

"The America of today, with all its achievements, is the result of courage, faith, intelligence and loyalty, working in the American way. And yet with all of these achievements there are some who feel that the end of the progress of the country has been reached, and that the record of the past will not be duplicated in the future. Within the last ten years there has been frequent reference to the theory that America no longer has a frontier, because there is no free land to be acquired by the settler.

"Those who accept this despondent view have lost sight of the fact that the great frontiers of life are mental and spiritual, rather than physical or material. We will never reach the frontier of national development until we acknowledge it to ourselves. When one sees a problem to be solved, he is not blocked by any artificial frontier. Macaulay had in mind a permanent division between classes in America, and so long as our system of public schools and private institutions provides a ladder which may reach from the gutter to the highest position in industrial or political life, so long a theory which is based upon permanent social classes can not apply. So long as the way is free for the pursuit of the American qualities of self-reliance and industry, the humblest in his hut may cherish the hope that his son may win the right to lead his people. Macauley died before Abraham Lincoln had become the President of the Nation, and his career refutes the validity of an argument based on permanent social classes.

"We have not yet reached the frontier, either in scientific life, or in political organization, or in international life, and so long as there is still a goal ahead, the ideals of the fathers are just as valid for the sons, as they were for the fathers."

—SENATOR FRANKLIN SPENCER EDMONDS

They Say—

Educational Responsibility of a Democracy

"As Democrats, we believe in government by the people. There must therefore be a people united enough to govern. But, as educators, it is not our business to school people into unity of sentiment. That way lies communism, fascism, Hitlerism. Our business is, not to make nations, but to make men."

"True, any exercise of the powers of government must involve some compromise with such standards of personal conduct, for all government is coercion, even if it be only the familiar coercion of taxation. But let the democratic statesman—let the democratic voter—take care that these compromises with himself are always deliberately made; for his personal standards must remain the norm, however widely he is forced to depart from them.

"In this, as in so much else, Lincoln stands as the supreme example of the democratic statesman. No despot ever assumed more personal power, or claimed more insistently to be the sole judge of national policy; yet it is no exaggeration to say that he felt acutely his every act of power to be a forced departure from his own definition of democracy: 'As I would not be a slave, so I would not be a master. Whatever differs from this, to the extent of the difference, is no democracy.'

"In this frank confession of dualism lies democracy's only reply to the totalitarian philosophies of the twentieth century. Incredibly foolish though it may appear to the prophets of a purely political idealism, we do regulate the powers of government by standards which are always in some degree incompatible with their full exercise; in designing our democratic constitutions, and in formulating our national policies, our prime measure is, not any theory of social welfare, but the moral integrity of the individual citizen."

—LORD EUSTACE PERCY, *Durham University, England*

Educational Objectives

"On the basis of the evidence, these are the things that the State of New York wants and needs from its educational system, stated in the simplest terms. It wants and needs universal educational opportunity, a democratic not a class plan of education, character-building education, good teachers, useful and up-to-date schooling, the removal of obstacles to adult education, home rule and freedom in education, and at all times, efficiency and economy. These together represent the educational objectives toward which the State should now direct its undivided energies."

—Reports of Regents' Inquiry
Education for American Life

THE ANSWER

"If organized medicine seeks the reason for the growth of popular pressure toward group practice and compulsory health insurance plans, it can find it in such disturbing reports as that just made public concerning New York City's high schools. To find that nearly ninety per cent of high-school students are suffering from physical ailments and are in need of medical attention is to be faced with a challenge hard to ignore."—New York City Evening Post.

CALENDAR

January, 1940

5- 6—National Federation of Football Rules Committee, Chicago

15-20—State Farm Show, State Farm Show Building, Harrisburg

15-17—State Future Farmers of America, The Forum, Education Building, Harrisburg

18-20—White House Conference on Children in a Democracy

26-27—National Convention, American Discussion League, New York City

February, 1940

1 —State School Board Secretaries' Association, Harrisburg

2- 3—State School Directors' Association, Harrisburg

15-17—All-State High School Orchestra Festival and Clinic, Berwyn

21-24—National Vocational Guidance Association, St. Louis, Missouri

22-24—International Council for Education of Exceptional Children, Pittsburgh

24-27—National Council on Teacher Retirement, Annual Meeting, American Association of School Administrators, St. Louis, Missouri

24-28—American Educational Research Association, St. Louis, Missouri

24-29—70th Annual Meeting, American Association of School Administrators, St. Louis, Missouri

29-March 1—American Association of Junior Colleges, Columbia, Missouri

March, 1940

6- 9—Schoolmen's Week, University of Pennsylvania, Philadelphia

6- 9—Southeastern Convention District, Pennsylvania State Education Association, Philadelphia

21-23—Eastern Commercial Teachers' Association, Hotel Ambassador, Atlantic City, New Jersey

27-31—Eastern Arts Association Convention, Philadelphia

29-30—Meeting of the Joint Basketball Rules Committee, Kansas City, Missouri

30-Apr. 5—Biennial Convention, Music Educators National Conference, Los Angeles, California, Headquarters, Hotel Biltmore.

They Say—

STUDENT POLL—LEARN TO THINK STRAIGHT

Following are the results of the poll recently conducted among the readers of the *Weekly News Review* and *The American Observer*. The reason the percentages do not always add up to one hundred is that some of the students were undecided in their views on certain questions.

1. Does it make any difference to you who wins the war now going on in Europe?	Yes 160,764 92.7%	No 12,623 7.3%
2. If your answer to question 1 is "yes," do you want the Allies (Great Britain and France) or Germany to win?	Allies 160,956 92.3%	Germany 5,563 3.2%
3. Which side, in your opinion, will win the war?	Allies 140,373 80.4%	Germany 23,386 13.4%
4. Do you consider it a good policy for Americans to sell arms and munitions to any country which is at war?	Yes 56,153 32.5%	No 116,335 67.5%
5. Is it a good policy for our government to keep American merchant ships out of the war zones?	Yes 167,976 96.8%	No 5,607 3.2%
6. If you should become convinced that, without our help, Great Britain and France would lose the war, and that, with our help, they would win, would you favor our helping them by supplying airplanes, by sending our navy to fight for them, and by giving them financial assistance?	Yes 97,797 57.3%	No 72,919 42.7%
7. Would you favor our sending soldiers to Europe to fight under such circumstances as those stated in question 6?	Yes 53,280 31.0%	No 118,673 69.0%
8. Do you think America should remain strictly neutral no difference who appears to be winning the war?	Yes 97,625 56.8%	No 74,205 43.2%
9. Should the United States increase her armed forces?	Yes 155,767 86.5%	No 23,366 13.5%
10. Should high school classes give chief emphasis to (a) the discussion of the war and problems arising out of it, or (b) the discussion of American domestic problems?	(a) 77,813 45.2%	(b) 94,195 54.8%

In connection with this student poll the *Weekly News Review*, under the above caption "Learn to Think Straight" discloses the contradictory opinions expressed by the above results of this poll as follows:

"Certain of the answers indicate that many students are inconsistent in their thinking. Question 6 was: If you should become convinced that, without our help, Great Britain and France would lose the war and that, with our help, they would win, would you favor our helping them by supplying airplanes, by sending our navy to fight for them, and by giving them financial assistance? Question 8 was: Do you think America should remain strictly neutral no difference who appears to be winning the war? The remarkable fact is that a fair-sized majority of students voted "yes" to both questions. They thought that the United States should remain strictly neutral whoever seemed to be winning the war. At the same time they thought that if Germany seemed to be winning we should help Great Britain and France.

"Such results come from not thinking things through carefully. These students expressed their emotions rather than their careful thought.

"In doing this, however, they were not unlike a large proportion of the adult population. Older people as well as younger ones are inclined to do that very thing. The majority of Americans, no doubt, want the Allies to win, and at the same time they want America to stay out of the war. If they have to choose between these two desires, they don't know exactly what they want to do. So one time they say one thing and the other time they say another.

"There are many illustrations of this kind of thinking. People frequently say that we must have better schools, and at the same time they say that the taxes levied for the purpose of supporting the schools must be cut. They say that we must take care of all the unemployed and not let anyone suffer. At the same time they say that we should neither increase taxes nor add to the national debt.

"These are only a few of dozens of illustrations which could be given. All of us want many things which we cannot have. Often we want two different things, and yet if we have one we must exclude the other because they are in conflict. The result is that we feel our wants vaguely and do not think honestly and carefully about what the price will be in order to obtain the particular things which we most want."

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